ED 319 878 AA 001 202

Resources in Education (RIE). Volume 25, Number 11.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 90

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 319 893 CE 054 749

*Wardell, Karen*
Successful Practices Handbook. Health Careers Unit Career Vocational Education.
**California State Polytechnic Univ., Pomona.**
SPONS. AGENCY- California State Dept. of Education. Div. of Career-Vocational Education.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Attendance; *Classroom Techniques; Disadvantaged Youth; *Dropout Prevention; Educationally Disadvantaged; English (Second Language); *High Risk Students; High Schools; Limited English Speaking; Student Motivation; *Teaching Methods

This handbook suggests teaching methods and classroom techniques for reaching high risk students in health occupations education classes. The handbook is divided into two sections. The first section is a compilation of information and intervention techniques shared by health careers educators throughout California. It serves as a source of ideas and strategies for helping instructors who use the guide to reach students who are having difficulty because of one or more of the following factors: poor attendance/tardiness, lack of motivation, disadvantage, limited English proficiency (LEP), or potential to drop out. The second section was developed as a result of a workshop for health occupations educators at the American Vocational Association Convention. This section addresses the issues of rewards, retention, and recruitment. It provides background information on each subject and strategies to assist the health careers teacher in alleviating some of the related difficulties in the classroom. (KC)

ED 319 907 CE 054 831

*Grover, Jane G.; And Others*
Research in Workplace Literacy: The Level of Literacy Required in Specific Occupations. Final Report.
**RMC Research Corp., Hampton, N.H.**
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 28 Feb 90
NOTE- 280p.
CONTRACT- 99-8-2293-75-089-01
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Dietetics; *Employment Qualifications; *Entry Workers; Hospital Personnel; *Job Analysis; Job Development; *Job Skills; Literacy; Manufacturing Industry; Occupational Information; Organizational Development; *Personnel Selection; Quality Control; *Reading Skills
IDENTIFIERS- *Workplace Literacy

A study identified trends influencing the literacy requirements of two entry-level jobs at each of three manufacturing sites and three hospital sites. Data were collected through observation, interviews, and focus groups with workers, employers, and union representatives. Materials that workers were expected to read were analyzed. The study concluded that: (1) job descriptions and training manuals were not reliable indicators of literacy requirements, but observation and interviews were; (2) entry-level manufacturing job literacy requirements vary according to the extent to which traditional assembly line work is being modified to a production team approach; (3) traditional assembly line work entails few job literacy tasks and minimal calculations; (4) quality control, the use of team approaches, the introduction of job rotation, and statistical process control procedures increase literacy requirements; (5) the jobs of entry-level dietary department workers and laboratory assistants in hospitals tend to be defined by the availability of skilled entry-level workers and by the need to cut the cost of professional salaries or to address a shortage of professional workers; (6) the complexity of menu-driven software and the use of technology also influenced the level of difficulty of those jobs; (7) employers do not always have the information they need to set hiring criteria; and (8) workplace literacy skills are different from those in academic settings because they are usually repetitive, performed cooperatively, and driven by procedural knowledge or oral instructions rather than written directions. (The document contains sample materials, copies of scales, and bibliographies containing a total of 112 references.) (CML)

ED 319 921 CE 054 863

*Birkenholz, Robert J.; And Others*

Use of Educational Technology in Agricultural Education: A National Study. Project Final Report Submitted to the National FFA Board of Directors.

**Missouri Univ., Columbia. Dept. of Agricultural Education.**

PUB DATE- 17 Jul 89

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; Computer Software; Computer Uses in Education; Educational Equipment; *Educational Practices; Educational Resources; *Educational Technology; Educational Trends; Instructional Improvement; Microcomputers; Secondary Education; *Teacher Attitudes; *Teaching Methods; *Vocational Education Teachers

A study was conducted to assess the extent to which instructional technology has been adopted in secondary programs of agricultural education in the United States. Teachers from 479 secondary agriculture programs were randomly selected to provide responses to a mailed survey instrument requesting information about types and quantity of equipment, level of current use, level of planned future use, future needs, and barriers to using existing technology. Usable replies were received from 254 teachers (a 53 percent response rate). Some of the findings were as follows: (1) a majority of the respondents had an overhead projector (80 percent), a microcomputer (73 percent), a slide projector (67 percent), a printer (66 percent), a filmstrip projector (61 percent), and an audiocassette player (56 percent) in their agriculture departments; (2) more than 50 percent of the programs had Apple II or compatible machines; (3) 17 percent of the respondents subscribed to Agri-Data Network; (4) overhead projectors, carousel slide projectors, and videotape players were most frequently used for group instruction; (5) instructors anticipate using the newer technology more frequently in the future; (6) teachers supported the development of technological advances for use in their curriculum; and (7) lack of funds was the most often-cited barrier to use of educational technology. Recommendations were made for teachers to identify ways of increasing funding for technology use and to receive inservice education to develop their expertise in educational technologies. (KC)

ED 319 935 CE 054 886

Training and Enterprise Councils: Partnerships and Action.
**Further Education Unit, London (England).**
PUB DATE- Mar 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Educational Cooperation; Education Work Relationship; Foreign Countries; Outcomes of Education; *School Business Relationship; School Community Relationship; *Shared Resources and Services; Vocational Education; Voluntary Agencies
IDENTIFIERS- *Great Britain; Training and Enterprise Councils

This document reports on a Further Education Staff College (FESC) seminar to encourage partnership between the new Training and Enterprise Councils (TECs), Local Education Authorities (LEAs), and further education colleges in Britain. A TEC is defined as a member of a public and private partnership, involving government, business, and voluntary organizations that share the risks, resources, and benefits in a way that makes effective use of limited resources and produces benefits neither partner could produce alone. The principal objective of the seminar was to develop a clearer understanding of the nature of the relationship between TECs, LEAs, and colleges through identifying the overall requirements of the TEC system, progress to date, useful strategies employed, and pitfalls to be avoided; creative opportunities for partnership and developing appropriate strategies for realizing the benefits of such opportunities; and opportunities for collaboration. The bulletin quotes extracts from formal presentations and provides a summary of the working groups and a checklist of issues relating to good practice and pitfalls to be avoided. Appendix A lists 15 relevant publications. Appendix B provides extracts from the Merseyside TEC Initiative. (CML)

ED 319 948 CE 054 901

*Smith, Paula; And Others*
Effects of Training with Lethal Chemicals on Job Proficiency and Job Confidence.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; Armed Forces; *Hazardous Materials; *Job Performance; Military Personnel; *Military Service; *Military Training
IDENTIFIERS- *Chemical Weapons

A study was designed to determine if soldiers trained to use chemical agents are more proficient in performing their jobs in an environment where lethal chemical agents are used and more confident of their ability to survive. A treatment group, composed of 150 soldiers, knew that their training would involve lethal agents in the Chemical Decontamination Training Facility at Fort McClellan, Alabama. Two control groups, one of 30 soldiers trained in the facility, but with nonlethal agents, and the other of 158 soldiers whose training took place in a different nonlethal environment, were used. Proficiency was evaluated with existing written examinations. Confidence was evaluated with a 10-item questionnaire, using 7-point Likert scales, developed for the study. Analyses of the data indicated that the treatment had not affected job proficiency as measured by the written examinations. However, soldiers in the treatment group had the perception that they were better able to survive in combat and to perform their mission in the event of a chemical attack. (Eight data tables are included in the paper.) (CML)

ED 319 961 CE 054 923

*Brown, J. Noah*

Lifelong Learning Trends. A Profile of Continuing Higher Education.

**National Univ. Continuing Education Association, Washington, DC.**

PUB DATE- Apr 90
NOTE- 51p.; Photographs will copy poorly.
AVAILABLE FROM- Publications Department, National University Continuing Education Association, One Dupont Circle, N.W., Suite 615, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; College Programs; College Students; *Continuing Education; *Educational Finance; Educational Needs; *Educational Trends; Futures (of Society); Higher Education; *Nontraditional Students; Part Time Students; *Student Characteristics; *Student Educational Objectives; Student Motivation
IDENTIFIERS- National University Continuing Education Assn

This report gathers national data on trends and participation in continuing higher education. Charts are derived from data collected by the National University Continuing Education Association (NUCEA), as well as by government and private organizations. The five sections of the report contain data on factors leading to growth in continuing higher education, student characteristics, financing, developing human resources, and personal fulfillment. A glossary is also provided. Highlights of the trends reported are as follows: (1) part-time students are the fastest growing population in higher education; (2) tuition costs continue to outpace inflation; (3) continuing education provides increased economic security for adults; (4) there is a shrinking pool of traditional college-age students, while the older population is expanding rapidly; (5) more immigrants with professional credentials are being admitted to the United States; (6) location, program, and cost are the most influential factors affecting part-time students' choice of institution; (7) increasing numbers of baccalaureate students and the majority of master's students are part time; (8) certificate students prefer business and education programs; (9) part-time students rely heavily on employer-provided tuition aid; and (10) continuing education for professionals and personal fulfillment for older adults are factors motivating students to enroll in higher education. (KC)

ED 319 974 CE 054 953

Professional Development Plan Handbook. Occupational Specialist I, II, III.
Indiana State Univ., Terre Haute. School of Technology.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 90
NOTE- 32p.; For related handbooks, see CE 054 952-954.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Beginning Teacher Induction; *Beginning Teachers; Certification; Credentials; *Educational Certificates; Portfolios (Background Materials); *Professional Development; Standards; State Licensing Boards; Teacher Qualifications; *Vocational Education Teachers
IDENTIFIERS- *Indiana; Occupational Specialists

The purpose of this handbook is to acquaint Indiana secondary vocational teachers with the Professional Development Plan (PDP), which is intended to assist in the development of individual teaching and technical skills and is a requirement for license renewal. It includes a discussion of the features of the occupational specialist certificate; an outline of the requirements for the occupational specialist certificate at levels I, II, and III; requirements for the PDP; forms for the PDP; frequently asked questions about the PDP; and an explanation of the standards for the occupational specialist certificate, including the following requirements: the beginning teacher assistantship; the professional development plan; basic skills testing; occupational competency testing; and the inservice education program. Appendices provide a checklist of requirements for occupational specialist licensing, Indiana state certification rules, and a form for requesting evaluation of credentials for occupational specialist certification. (CML)

ED 319 987 CE 055 020

New Employment Forecasts. Hotel and Catering Industry 1988-1993.
**Measurement for Management Decision, Ltd., London (England).**
SPONS. AGENCY- Hotel and Catering Training Co., London (England).
PUB DATE- 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Economic Factors; *Employment Projections; Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Labor Force Development; *Labor Needs; Labor Utilization; Models; *Prediction; Tourism
IDENTIFIERS- *Catering; Econometrics; *Great Britain

Econometric forecasting models were used to forecast employment levels in the hotel and catering industry in Great Britain through 1993 under several different forecasting scenarios. The growth in employment in the hotel and catering industry over the next 5 years is likely to be broadly based, both across income levels of domestic consumers, sources of expenditure (business, foreign tourists, and domestic consumers) and, increasingly, regions of the country. This is in contrast to other sectors of the service economy, where growth can be expected to be both slower and more cyclical than recently. The forecasts suggest that the industry needs to plan for higher numbers than previously expected. These labor force forecasts have profound implications for labor force policies throughout the industry, particularly in view of the demographic forecasts of a decline in the number of young adults, the traditional recruiting ground for many parts of the hotel and catering industry. They also suggest a need for increasingly skilled staff, particularly in the management and craft areas of the industry. Much of the growth in hotel and catering employment will come outside London. Substantial increases are expected in the northwest, Yorkshire/Humberside, and East Anglia, with lower growth in the more traditional, established tourist areas. (The document includes discussion of key economic factors, such as incomes, exchange rates, marketing factors, and supply-side factors; growth by job category; growth in full-time and part-time employment; and growth by region. Forty figures appear.) (CML)

ED 320 001 CE 055 045

*Fish, John*
Transition to Adult Life for People with Disabilities. Bulletin No. 3.
**Further Education Unit, London (England).**
REPORT NO.- ISBN-1-85338-192-6
PUB DATE- Mar 90
NOTE- 9p.; For bulletin No. 1, see ED 308 406.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Comparative Education; Cooperative Programs; *Developmental Studies Programs; *Disabilities; Educational Technology; Education Work Relationship; Foreign Countries; *Independent Living; Normalization (Handicapped); *Personal Autonomy; *Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *Great Britain

This document describes and discusses aspects of the transition to adult life for people with disabilities in Great Britain and sets it in an international context. The first three sections describe the transition process, the difficulties of implementing a framework for transition, and the aims of the transition process. The aims are the achievement of personal autonomy and adult status; productive activity leading to economic self-sufficiency; equal opportunities for social interaction, community participation, and leisure and recreation; and the development of appropriate roles within the family and of appropriate relationships with others. The next two sections describe the Centre for Educational Research and Innovation (CERI) 1986-89 program of eight studies on disabilities issues and major findings of the "Working Together" program. Among the findings are that appropriate technology can provide affected individuals with access to new opportunities in education and employment, increase their independence, assist their integration into mainstream activities, raise their self-esteem and confidence, and provide needed motivation. The next section addresses the four points on which various administrative reports agree, which are: (1) that fewer youth will be entering the labor market in the next few years, which necessitates making the best use of the new entrants; (2) that preparing the disabled person to exercise choice is necessary; (3) that individualization of programs is the trend; and (4) that quality should be emphasized in programming. Other sections address issues common to both the British and international context, the role of education, and the economic rewards reaped by society when the transition process is successful. The document concludes with 17 references. (CML)

ED 320 015 CE 055 109

*Fulton, Rodney D.*
Critical Thinking in Adulthood.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Adult Students; *Critical Thinking; *Definitions; Educational Philosophy; Educational Research; *Learning Strategies; Measures (Individuals); Postsecondary Education; *Thinking Skills
IDENTIFIERS- *Ennis Weir Critical Thinking Essay Test; *Watson Glaser Critical Thinking Appraisal

Critical thinking is often defined as that which a particular instrument measures. The most prominent tests are the Watson-Glaser Critical Thinking Appraisal, the Ennis-Weir Critical Thinking Essay Test, and the Cornell Critical Thinking Tests. Watson and Glaser's (1980) view of critical thinking is "a composite of attitudes, knowledge, and skills." Ennis (1984) uses the terms "critical thinking," "informal logic," and "reasoning" roughly interchangeably, defining critical thinking as "reflective and reasonable thinking that is focused on deciding what to believe or do." Based on this definition, Ennis's model posits 13 dispositions and 12 abilities that together make up critical thinking. From the field of adult education, a simplified concept of critical thinking emerges. Brookfield's (1987) definition of critical thinking is a productive and positive emotive and rational process that is triggered by both positive and negative life events. The following definition of critical thinking was used for the learning strategies instrument developed by the Kellogg Center for Adult Learning Research, Montana State University: "a parallel process by which individuals analyze given information in a contextually specific situation and create new ideas, concepts, or constructs based on their analysis." According to this model, there are four general strategies necessary for critical thinking, two of which are analytical (recognizing and testing assumptions, and assessing contextual parameters) and two of which are creative (generating and testing alternatives, and conditional acceptance). (105 references) (KC)

ED 320 030 CE 055 219

*Brown, A. O., III*
Introduction to Instrumentation. Teacher Edition.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 89
NOTE- 299p.; For related documents, see CE 055 220-221.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN602401: $21.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Electronic Control; Electronic Equipment; *Entry Workers; *Instrumentation; *Instrumentation Technicians; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Measurement Equipment; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; Test Items; Units of Study

This module contains instructional materials on instrumentation to help teachers train students in the job skills they will need as beginning instrumentation technicians. The module addresses the nature of accessing, measuring, and controlling phenomena such as level, flow, pressure, and temperature. Students are introduced to the devices and formulas that make process instruments work. The module contains seven instructional units that cover the following topics: introduction to control systems; system components; principles of pressure measurement; principles of level measurement; principles of temperature measurement; principles of flow measurement; and process systems. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, answers to tests, and assignment sheets. The information sheets explain elements of physics and mathematics needed to evaluate functions, and the job sheets provide guides for experiments that turn theory into a physical event. Instructional task analyses; a tools, equipment, and materials list; and 15 references are also included. (KC)

ED 320 044 CG 022 539

*Strein, William; And Others*
Big-Fish-Little-Pond, and Other Aspects of Students' Academic Self-Concepts.
PUB DATE- 30 Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 28-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Elementary Secondary Education; *Research and Development; *Self Concept; *Student Attitudes; *Theory Practice Relationship
IDENTIFIERS- *Academic Self Concept
This paper views the enhancement of students' self-concepts as a high priority for school psychologists. It focuses on the theory, research and implications for practice regarding academic self-concept. Four models of the structure of self-concept and their resulting implications for practice are reviewed: (1) nomothetic; (2) taxonomic; (3) compensatory; and (4) hierarchical. Marsh's (1987) Big-Fish-Little-Pond effect on academic self-concept is discussed, with implications for the possible impact on academic self-concept of placement into remedial or accelerated programs, movement between varying types of school systems, or the possibility that parents who place their children into highly competitive educational programs may actually achieve exactly the reverse of their intended goals. The document concludes with a brief overview of recent research on academic self-concept underway at the University of Maryland, stressing the implications for practice resulting therefrom. (Author/NB)

ED 320 059 CG 022 554

Failing America's Caregivers: A Status Report on Women Who Care.
Older Women's League, Washington, DC.

SPONS. AGENCY- American Federation of Federal, State, County and Municipal Employees, Washington, DC.; Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 89
NOTE- 13p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Demography; *Family Caregivers; Federal Programs; *Females; *Frail Elderly; Health Care Costs; Health Services; *Long Term Care; Social Services; *Spouses

This report provides and discusses current statistical indicators of the status of women caregivers in the United States. An introductory message from Lou Glasse, president of the Older Women's League, is included. Charts portraying the following caregiver statistics are presented and discussed: (1) percent of women over 18 who will be caregivers during their lifetime; (2) caregiver relationship to elderly care recipient; (3) days each week spent caregiving; (4) children and elderly as a percentage of total population, actual and projected, 1980-2040; (5) older Americans needing long-term care, 1980-2040; (6) actual and projected labor force participation rates for women and men aged 45-64, 1950-2000; (7) tasks performed by caregivers; (8) national support for national long-term care and child care programs; (9) women's income in comparison to men's; and (10) ways in which working caregivers to the elderly adjust work schedules to give care. (TE)

AIDS Resource Directory and Repertoire de ressources sur le SIDA.
Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Apr 90
NOTE- 43p.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; *Caregivers; *Epidemiology; Foreign Countries; *Homeless People
IDENTIFIERS- *Canada

This set of documents presents directories of resources on the topic of Acquired Immune Deficiency Syndrome (AIDS) available in Canada in English and in French. The first section in each directory contains a list of names, addresses, and telephone numbers of organizations from which readers may obtain the listed resources. Resources are then listed and annotated under the categories of: (1) aboriginal and northern peoples; (2) adults; (3) epidemiology, surveillance, and biomedical research; (4) the Federal Centre for AIDS; (5) treatment and caregivers; and (6) youth. The section on adults is subdivided into four parts: general, AIDS in the workplace, parents, and women. The section on AIDS and youth provides resources on both in-school youth and street youth. A total of 75 resources are included. All resources are listed alphabetically in the index. (NB)

ED 320 089 CG 022 594

*Sinnott, Jan D.; And Others*

Age-Related Visual and Kinesthetic Encoding Effects on Spatial Memory of a Maze-Like Floor Plan.

SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; Public Health Service (DHHS), Rockville, Md.; Retirement Research Foundation.; Towson State Coll., Md.
PUB DATE- Mar 90
NOTE- 31p.; Paper presented at the Annual Cognitive Aging Conference (3rd, Atlanta, GA, March, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Aging (Individuals); College Students; Higher Education; *Kinesthetic Perception; *Older Adults; *Spatial Ability; Visual Measures; Young Adults
IDENTIFIERS- Mazes

As part of an experimental research program on lifespan naturalistic and laboratory memory for spatial representation, investigators examined interactions between the effects of visual and kinesthetic encoding and age on memory for space using a modification of the Sinnott (1987) human maze paradigm. It was hypothesized that an age effect favoring younger subjects would be present such that younger participants would perform better overall on the maze task, that older subjects would perform better on a Styrofoam mock-up of the maze-like floor plan compared with a paper version, and that the addition of kinesthetic information would prove especially helpful to older participants. Eighty-three older (mean age of 68.29) and 83 younger (mean age of 20.89) urban respondents were asked to remember a route through a building after being presented with one of four conditions giving either realistic or paper and pencil spatial information. The second two hypotheses were not supported; however, analysis supported the first hypothesis. Younger participants performed significantly better than older respondents on the right turn index, the turns index, the sequence of turns index, and the drawn to scale index. This research is consistent with other findings on the domain of spatial memory. (Author/ABL)

ED 320 104 CS 010 077

*Walker, Barbara J.*
Remedial Reading. What Research Says to the Teacher Series.
**National Education Association, Washington, D.C.**
REPORT NO.- ISBN-0-8106-1087-6
PUB DATE- 90
NOTE- 34p.
AVAILABLE FROM- NEA Professional Library, P. O. Box 509, West Haven, CT 06516 (Stock No. 1087-6-00, $3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; Reader Text Relationship; Reading Difficulties; *Reading Failure; *Reading Processes; Reading Research; Reading Strategies; *Remedial Reading; Teaching Methods
IDENTIFIERS- *Interactive Reading; Reading Behavior

This monograph elaborates the interactive definition of reading and illustrates how this process, along with inappropriate instruction, can reinforce poor reading behaviors. The monograph also outlines current instructional procedures and proposes new programmatic solutions. The monograph concludes with a list of premises based on recent reading research: (1) reading problems are not solely a deficit within readers; (2) teachers' instructional decisions and behaviors are powerful influences on students' learning; (3) students need to read extended text for authentic purposes in social and interactive environments; (4) school and district administrators need to support the shared communication between the specialists and the classroom teacher; and (5) public policy regulations need to allow for school districts to orchestrate and deliver an instructional plan that will provide high-quality instruction rather than meet a multitude of federal guidelines. Two figures are included; a 56-item bibliography is attached. (RS)

ED 320 119 CS 010 113

*Jeremiah, Milford A.*
Language and Science: Improving Oral Reading.

PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Science; Higher Education; *Oral Reading; *Pronunciation Instruction; *Reading Skills; *Reading Strategies; *Science Instruction; Secondary Education; Secondary School Science; Skill Development; Teaching Methods; *Vocabulary

Students at the secondary and postsecondary levels exhibit difficulty in the oral reading of scientific terminology, in part because of the abundance of polysyllabic words derived from Greek and Latin. Some of the problems observed include faulty stress placement, vowel insertion and deletion, vowel discrimination, and consonant insertion. Such practices as lexical reading through word classes, cloze techniques, and syntactic context are several techniques that teachers can utilize to improve students' oral reading of scientific terms. (RS)

ED 320 134 CS 010 133

*Goetz, Ernest T.; And Others*
The Structure of Emotional Response in Reading: Quantitative and Qualitative Analyses.
PUB DATE- Jan 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Emotional Response; Factor Analysis; Higher Education; Qualitative Research; *Reader Response; Reader Text Relationship; *Reading Processes; Reading Research
IDENTIFIERS- Latent Partition Analysis

A study examined the utility of latent partition analysis for describing the structure of emotional responses in reading. Subjects in the first experiment, 40 undergraduate university students, read a 2,100-word story and then immediately reported any scenes or events that evoked an emotional response and any mental images they recalled from reading the story. Sixty-nine affect terms were then identified for the latent partition analysis. Subjects in the second experiment, 53 undergraduates who had not read the story, were presented with a deck of 69 randomly ordered cards, each containing one of the emotional response terms reported by the students from experiment one. The sorters were then told to divide the cards into different piles representing categories of terms that were similar in meaning. The word sorts were subjected to a factor analysis. Results indicated that the factors identified through latent partition analysis by an independent group of sorters proved useful in interpreting readers' emotional responses to a story. Findings suggest that readers call on their background knowledge of emotional responses during reading and that free reports can provide a rich source of information about readers' emotional experiences that can be reliably coded and meaningfully interpreted. (Four tables of data are included.) (RS)

ED 320 150 CS 212 372

*Bednar, Lucy*
Enhancing Metalinguistic Awareness in the Literature Classroom: Two Case Studies.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; English Curriculum; English Literature; Higher Education; *Instructional Effectiveness; *Instructional Innovation; Interviews; *Metalinguistics; *Teaching Methods
IDENTIFIERS- Lehigh University PA

A study was conducted to measure students' assessments and attitudes in two college English literature classes at Lehigh University, one in which the approach was traditional and one in which material derived from linguistics, literary theory, or philosophy of language was added. Students in the non-traditional class received additional information in the form of lectures and handouts that students in the traditional class did not receive, and during the semester they applied these new insights to the literature they studied. Two case studies were conducted with students from the non-traditional class. A series of interviews with the two students indicated that despite their very different orientations and attitudes, both students found something of value in the non-traditional approach used in the class. Four conclusions were drawn from the case studies: (1) the approach has some value and at least warrants further investigation, perhaps in the form of more narrowly defined, more tightly focused studies; (2) students respond well to challenging materials; (3) each student will take from the approach what he or she finds of importance in it at a given moment; and (4) what a student gets out of a course depends on a number of complex factors (student's orientation and attitude, the kind of literature used, the kind of linguistic insights used, and the commitment and enthusiasm of the teacher). (MG)

ED 320 165 CS 212 400

*Lipa, Sally E.*
A View to Writing: The Effectiveness of ITV as a Model for Process Writing.

PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 2; Instructional Effectiveness; *Instructional Films; Primary Education; Program Evaluation; Writing Assignments; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills; Writing Workshops
IDENTIFIERS- Childrens Writing; New York (Putnam County); *Process Approach (Writing); Writing Development; *Writing Models

A study evaluated the effectiveness of an Instructional Television Program (ITV) designed to model and teach aspects of process writing to second-grade children. Two second-grade teachers and their students (each class contained 24 children) comprised the experimental groups; one second-grade teacher and 24 students comprised the control group. The experimental groups viewed the ITV program and completed worksheets and writing assignments designed to measure whether they had met specific program objectives. The control group completed worksheets and writing assignments but did not view the ITV programs. Program objectives were categorized as either measuring pre-writing, drafting, or print conventions. Results indicated a significant difference between the experimental groups' and the control group's performance on tests of new concepts introduced in the ITV programs. Interview data indicated that teachers viewed the ITV programs as instructional supports for them and highly motivating to children. (One table of data is included and 15 references are attached.) (Author/MG)

ED 320 180 CS 507 185

*Walker, Albert*

Public Relations Bibliography 1986-1987.

**ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Institute for Public Relations Research & Education, New York, NY.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-11-X
PUB DATE- 90
NOTE- 147p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47408-2698 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; Higher Education; *Media Research; *Public Relations

This edition of the public relations annotated bibliography (approximately 950 entries) contains titles published in 1986 and 1987 and includes books, magazines, master's theses, and doctoral dissertations that pertain to the practice and analysis of public relations. Among the extensive list of topics covered in the bibliography are: (1) business credibility and ethics; (2) communications; (3) consumerism; (4) government relations; (5) law; (6) media relations; (7) schools; and (8) writing techniques. A 65-item annotated bibliography of related materials in the ERIC database is attached. (RS)

ED 320 195 EA 021 575

*Bridges, Edwin M.*
Managing the Incompetent Teacher. Second Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-102-6
PUB DATE- 90
NOTE- 97p.; For previous edition, see ED 245 296.
CONTRACT- R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.95 prepaid, plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Accountability; Administrator Responsibility; *Due Process; Elementary Secondary Education; *Job Performance; *Teacher Dismissal; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Responsibility

Featuring the same practical guidelines for ridding schools of incompetent teachers as the 1984 edition, this new edition incorporates substantially revised material on three topics: criteria and information sources for evaluating teaching effectiveness, remediation procedures, and grounds for dismissal. The book presents an eight-step systematic, organizational approach to resolving several interrelated problems: (1) the legal barriers to dismissing tenured teachers for classroom incompetence; (2) the technical problems of evaluating teacher effectiveness; and (3) the human obstacles, chiefly supervisors' unwillingness to discharge teacher evaluation, remediation, and dismissal responsibilities. The eight steps are: (1) establishing teaching excellence as a high district priority; (2) adopting and publishing reasonable teacher evaluation criteria; (3) adopting sound procedures for determining whether teachers satisfy these criteria; (4) providing unsatisfactory teachers with remediation and a reasonable time to improve; (5) ensuring that appraisers have the requisite competencies; (6) providing appraisers with necessary resources; (7) holding appraisers accountable for evaluating and dealing with incompetent teachers; and (8) providing incompetent teachers with a fair hearing prior to making the dismissal decision. The final chapter recommends strategies for creating environmental conditions conducive to success. A commitment to ongoing leadership is essential. An appendix contains the District Evaluation Practices Inventory, designed to be used in conjunction with this handbook. (143 references) (MLH)

ED 320 208 EA 021 807

*Kirby, Douglas*
Research Methods for Assessing and Evaluating School-Based Clinics.
**Center for Population Options, Washington, DC.**
PUB DATE- 90
NOTE- 73p.; For a related document, see EA 021 806.
AVAILABLE FROM- Publications, Center for Population Options, 1012 14th Street, N.W., Suite 1200, Washington, DC 20005 ($12.00 plus 15 percent shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinics; *Data Collection; *Evaluation Methods; *Management Information Systems; *Program Evaluation; *Research Methodology; Secondary Education
IDENTIFIERS- *School Based Clinics

This monograph describes three types of evaluation that are potentially useful to school-based clinics: needs assessments, process evaluations, and impact evaluations. Two important methodological principles are involved: (1) collecting multiple kinds of data with multiple methods; and (2) collecting comparison data. Student needs can be identified by using student and parent surveys or community data. Various management information systems are useful for collecting process data on clinic utilization. Student satisfaction can also be easily measured, and site visits by other professionals can help identify clinic strengths and weaknesses. Outcomes are harder to measure because clinics typically serve relatively small student populations for any particular health outcome and the students who patronize the clinic differ from those who do not. Diffusion and self-selection are major problems. The traditional solution is to use an experimental design (based on a large sample) that measures the clinic's impact upon participants. The best method of measuring the clinic's impact on the entire student body is to collect survey data from all the students or merge lists of student names with birth records or other public records. Rates can then be compared over time or between clinic and similar comparison schools. Appendices contain the student health survey, an explanation of the Center for Population Options School-Based Clinic Management Information System, and a description of methods for assessing a clinic's pregnancy prevention program. (13 references) (MLH)

ED 320 222 EA 021 851

*Cohen, Michael*
Restructuring the Education System: Agenda for the 1990s.
**National Governors' Association, Washington, DC. Center for Policy Research.**
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-1-55877-006-2
PUB DATE- 88
NOTE- 38p.; For related document, see EA 021 850.
AVAILABLE FROM- Publication Sales, National Governors' Association, 444 North Capitol Street, Washington, DC 20001-1572 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; *Educational Change; *Educational Innovation; *Educational Policy; Elementary Secondary Education; Governance; School District Autonomy; *School Restructuring

The widening mismatch between the skills of the work force and the skill demands of the workplace underlie the need for school restructuring. Within the categories of school-level, school-district, and state-level issues, a discussion about and suggestions for restructuring U.S. education in order to improve its productivity and student acquisition of higher order thinking skills comprise the crux of this document. Educational goals, the structure of knowledge, instructional tasks and activities, instructional group size and composition, and instructional time are reviewed and analyzed as school-level issues. School district role, central office functions, the balance between centralized control and local autonomy, present and alternative governance structures, personnel policies and practices, and collective bargaining are analyzed within the rubric of school district issues. A discussion of state-level issues suggests setting educational goals, stimulating local innovation, and rethinking state accountability systems. In responce to the educational challenges that schools face, fundamental changes in the way local districts and states operate will determine the way schools are structured, instruction is provided, and staff roles and responsibilities are defined. (24 references) (JAM)

ED 320 236 EA 021 873

*Niblett, B. S., Comp.*
Managing Educational Reform. NDC Resource Bank Annotated Bibliography No. 6. First Edition.
**National Development Centre for School Management Training, Bristol (England).**
REPORT NO.- ISBN-1870869-80-X
PUB DATE- 88
NOTE- 92p.
AVAILABLE FROM- National Development Center for School Management Training, 35 Berkeley Square, Bristol, BS8 1JA, United Kingdom.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrative Policy; Annotated Bibliographies; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Government School Relationship; Policy Formation; *School Effectiveness
IDENTIFIERS- *Great Britain

This annotated bibliography includes over 300 references and descriptive abstracts from the National Development Centre Resources Database. Topics include policy and policy analysis, government initiatives and responses, school improvement and effectiveness, educational change, change management, and training materials. Subject and author indexes and publishers' addresses are also provided. (LMI)

ED 320 251 EA 021 903

How To Help Students Succeed in School--Beyond the Academics. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- May 90
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; *Communication Skills; *Discipline; High Schools; *Parent Student Relationship; *School Effectiveness; *Success

Researchers from the University of Wisconsin and Stanford University conducted a study as part of the Madison National Center on Effective Secondary Schools. Based on findings from their study and on other research, this publication provides the following 10 tips addressed directly to parents and administrators desiring to help teenagers meet the challenges of high school and beyond. First, recognize that transitions (from middle school to high school and from high school to work or college) can be tough. Second, give high schoolers room to stretch and manage their growing physical, mental, and social maturity. Third, guide teens' actions through setting a good example. Fourth, discipline teens with choices and consequences, not demands and punishments. Fifth, be consistent by making the consequences for a particular action the same each time the action occurs. Sixth, know where students are after school, even if the parent and/or administrator cannot be there. Seventh, use praise rather than presents to reward good grades and good behavior. Eighth, attend school functions; the more involved parents are in the school, the better students do academically. Ninth, parents must keep in touch with their teenagers and encourage discussion about their experiences, opinions, and feelings. Finally, Keep in touch with other parents. When neighborhoods or communities share a common set of expectations for teenage behavior, life is much easier for everyone. (Five references) (MLH)

ED 320 266 EA 021 921

*Lane, Kenneth E.*
Louisiana LEAD: Assessing Beginning Principal Performance.
PUB DATE- Aug 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; *Demonstration Centers; Demonstration Programs; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; *Leadership Training; *Principals; School Administration
IDENTIFIERS- *Louisiana

Louisiana has witnessed rapid change in the role and direction of educational administration programs and certification during the last 2 years. The state's LEAD program, begun in 1986-87 by the Louisiana State University in conjunction with other state universities, consists of a technical assistance network to help those principals with less than 5 years of experience improve their instruction leadership skills. Working closely with the beginning principals, Louisiana's four technical assistance centers help implement a school model to effectively define and solve key instructional problems. The model, called Consequence Analysis, is presented in a field manual guide that outlines performance objectives and contains supporting material. The program results in a strong networking organization for the principals and positive support by the superintendents of the principals in the program. Louisiana's successful LEAD project clearly indicates that when the professors of educational administration in a state have a vision of what needs to be done to help principals become more effective in their schools, change can be effected. That change in Louisiana now has the potential for greater positive growth for the state's principals and professors. (KM)

ED 319 879 CE 052 845

*Bauer, Allison*
Motlow State Community College Women's Program.
**Motlow State Community Coll., Tullahoma, TN.**
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Development; Adults; Career Development; *Career Education; Career Planning; Community Colleges; Computer Literacy; Course Descriptions; Employment Potential; Job Skills; *Money Management; *Needs Assessment; Parent Education; Parenting Skills; *Program Budgeting; Program Costs; *Program Development; Program Evaluation; Program Guides; Program Implementation; Reentry Students; Two Year Colleges; *Womens Education

This paper describes a model for a women's program to be established at Motlow Community College in Tullahoma, Tennessee. The program focuses on meeting individual needs and enhancing the individual's potential, while at the same time providing the student with marketable skills. Section 1 describes the purpose and philosophy of the program, the core of which is skills training and entry or reentry into the work force along with job/career/personal goal setting and group counseling. Section 2 describes the target population and the needs assessment survey which will collect information on the women's needs and inform women of the future existence of the program. The program itself is described in Section 3. Objectives, courses, and course materials are covered. Section 4 focuses on program support and discusses staff, budget, method of program evaluation, and future of the program. Appendixes include the needs assessment instrument and descriptions of 35 courses for the women's program. A 17-item list of works consulted and suggested reading is also provided. The manual concludes with notes to aid other institutions in obtaining financial support for a women's programs. (YLB)

ED 319 894 CE 054 774

Corporate Human Resources Adult Training and Employment Program Description.
Aetna Life and Casualty, Hartford, Conn.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Corporate Education; Employer Attitudes; Employer Employee Relationship; *Employment Potential; Entry Workers; *Job Skills; *Job Training; *Literacy Education; *Nontraditional Students; Program Effectiveness
IDENTIFIERS- *AEtna Institute for Corporate Education

In response to increasing difficulty in finding qualified candidates for entry-level positions, the Aetna company has developed an Adult Training and Employment program. This program (1) trains, hires, and retains nontraditional candidates from the area's public and private agencies; (2) focuses on issues that affect this population's ability to fit into the corporate environment; (3) encourages use of services and expertise from agencies that market these candidates; (4) encourages training and hiring of near-qualified candidates and provides necessary technical, administrative, and human resource skills to unskilled candidates; (5) provides coaching and counseling to aid candidates with social issues; and (6) encourages divisions to hire these candidates for full-time, regular positions. High need, high turnover, difficult-to-staff areas of the company are targeted for participation in this program. Agencies working with Aetna are expected to screen candidates for the company and refer them based on certain criteria--primarily attitude and skill level. These candidates are hired conditionally and placed in a training program at the Aetna Institute. The Institute also provides training and coaching techniques for the hiring supervisors to help them understand the needs and issues of their nontraditional employees and increase supervisors' ability to retain them. This program is helping the company to attract, train, and retain a new work force. (KC)

ED 319 936 CE 054 887

*Pursaill, John*
National Vocational Qualifications and Further Education. A Commentary on Progress.
Further Education Unit, London (England).
SPONS. AGENCY- Training Agency, London (England).
REPORT NO.- ISBN-1-85338-173-X
PUB DATE- 89
NOTE- 39p.; Tables (2) contain colored print on colored background.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; Auto Mechanics; Business Administration; *Certification; Cosmetology; *Employment Qualifications; Engineering; Foreign Countries; Hospitality Occupations; Occupational Information; Sales Occupations; *Standards; Tourism; Wholesaling
IDENTIFIERS- Great Britain; *National Vocational Qualifications (England)

This report describes the complexities of the process of developing National Vocational Qualifications (NVQ) in Britain. It identifies many of the organizations and agencies that are involved in the establishment of a new framework of vocational qualifications. Issues, such as progression and credit accumulation, assessment of open access and prior learning, and monitoring and verification, that colleges will have to face concerning the introduction of the new framework are described. The work accomplished in the following occupational sectors is described: agriculture, business administration and commercial, caring, construction, engineering, hairdressing, hotel and catering, motor vehicle retail and maintenance, retail, travel and tourism, and wholesale. Each occupational sector description includes background information, such as sector characteristics, Vocational Education and Training (VET) organization and development, and implications for further education (FE); and progress toward NVQ status, including accreditations and other developments. A glossary of 56 abbreviations is included. (CML)

ED 319 949 CE 054 902

*Gabler, Carol L.*
Reading Professionals: The Vital Link.
PUB DATE- 12 Feb 90
NOTE- 16p.; Photographs will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cooperative Programs; Family Influence; Family Role; *Intergenerational Programs; *Literacy Education; Parent Education; *Parent Participation; Preschool Education; *Reading Teachers; *Teacher Role; Volunteers
IDENTIFIERS- *Wisconsin (Eau Claire)

The Family Literacy Program in Eau Claire, Wisconsin is an example of a strong linkage between professional educators, volunteers, and parents. The program uses the strengths of reading professionals working with preschool students and adult learners in order to break the intergenerational cycle of illiteracy. Cooperation and hard work are the keys to the success of this program, which grew out of efforts of Literacy Volunteers of America (LVA) at Chippewa Valley Technical College. Encouraged by the success of an intergenerational story hour program, LVA Coordinator Carol Gabler, a reading specialist, devised the model upon which the Eau Claire Family Literacy Program is based. The Family Literacy Program provides a preschool program at the local Young Men's Christian Association (YMCA). Professionally trained teachers of early childhood education, using the High Scope curriculum, provide children with an environment that encourages choices and decision making, fosters creativity and independent thinking, and allows for development of readiness and language skills. Three days per week, individualized instruction is provided to parents by adult basic education instructors from Chippewa Valley Technical College. Instructors evaluate students and help set educational goals for them. The goals are assessed and redefined as each student progresses through the instruction in reading, writing, mathematics, computer literacy, career planning, test taking, high school equivalency examination preparation, and job-seeking skills. A parenting skills component is an important part of the curriculum, and parents and children work together in reading activities. (KC)

ED 319 975                                   CE 054 954

Vocational Administrator and Mentor Handbook. Occupational Specialist I, II, III.
Indiana State Univ., Terre Haute. School of Technology.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 90
NOTE- 62p.; For related handbooks, see CE 054 952-953.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Beginning Teacher Induction; *Beginning Teachers; *Certification; Credentials; Educational Certificates; Feedback; *Mentors; Portfolios (Background Materials); *Professional Development; Standards; State Licensing Boards; Teacher Qualifications; *Vocational Directors; *Vocational Education Teachers
IDENTIFIERS- *Indiana; Occupational Specialists

This document describes the Indiana beginning vocational teacher's plan for license renewal and is intended for use by the vocational administrator and the experienced teacher who are acting as mentors for the beginning teacher. The first part of the handbook includes the following materials: outline of requirements of the occupational specialist certificate; overview of beginning teacher assistantship program; explanation of expectations and responsibilities of administrators, university representatives, mentors, and beginning teachers; and a description of certification standards. Sixteen appendixes contain: a checklist of requirements for occupational specialist levels I, II, and III; Indiana state certification rules; criteria for selecting mentors; beginning teacher progress inventory; discussion subjects between mentor and beginning teacher; a list of most frequently perceived occupational specialist I problems; a list of techniques to aid the mentor; mentor coaching outline; feedback recommendations; criteria for mentors for certification renewal experiences designed to improve teaching; mentor guidelines; and a chart showing implications of adult characteristics for mentors. A list of 22 research notes conclude the document. (CML)

ED 320 045 CG 022 540

*Bingaman, David E.*
Anorexia Nervosa: Its Symptoms and Possible Cures.
PUB DATE- 20 Nov 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Anorexia Nervosa; Behavior Modification; Body Image; Drug Therapy; Family Counseling; Hypnosis; *Outcomes of Treatment; Psychotherapy; *Symptoms (Individual Disorders)

This document presents a definition and description of anorexia nervosa as a disorder that occurs predominantly in girls and that can affect 1 out of every 250 girls between the ages of 12 and 18 years. The existence of a distorted mental body image among anorexics is discussed and symptoms of the disorder are described, including amenorrhea (absence of menstruation), denial, induction of vomiting, use of laxatives, abdominal pain, discomfort in swallowing, and constipation. Six criteria recommended by the American Psychiatric Association in diagnosing anorexia nervosa are listed. A brief history of anorexia nervosa is presented, beginning with the first documented case of anorexia nervosa in 1689. Several current available treatments are examined and evaluated, including behavior modification, family therapy, psychotherapy, drug therapy, and hypnotherapy. The document concludes by recommending an eclectic approach to the treatment of anorexia nervosa that borrows from the five treatments evaluated in the previous section and individualizes the treatment for each anorexic. (NB)

ED 320 060 CG 022 555

*Leonard, Frances*
Divorce and Older Women.
**Older Women's League, Washington, DC.**
PUB DATE- 87
NOTE- 16p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change Strategies; Child Support; Court Litigation; Displaced Homemakers; *Divorce; *Emotional Adjustment; *Females; *Financial Support; *Legal Problems; Legal Responsibility; *Older Adults; State Legislation; Stress Variables
IDENTIFIERS- Marital Law; *No Fault Marital Dissolution

Divorce can have traumatic financial and emotional effects on midlife and older women who have fulfilled cultural expectations by becoming homemakers or accepting low-level, dead-end employment because the husband had the "real" career. This "gray paper" therefore addresses the adverse legal consequences of the rise of no-fault marital dissolution statutes on older women. The first section reviews the origin and rationale of no-fault dissolution, and notes the resulting loss of bargaining power for women as a consequence of these statutes. The second section discusses problems in awarding support and dividing property. Discussion focuses on current limitations and inequities in child support, spousal support, and marital property. The third section, "Encountering the Law," introduces the adversary system of law and its inherent problems as a forum for settling divorce proceedings. Seven legal approaches to divorce are described and evaluated, ranging from cheapest to most expensive: (1) "do it yourself" dissolution; (2) "uncontested" dissolution clinics; (3) summary dissolution; (4) the mutual lawyer; (5) dissolution mediation; (6) default dissolution; and (7) full trial. Attorney's fees are described, and advice on hiring attorneys is provided. The final section discusses strategies for change. Footnotes are included. (TE)

ED 320 075 CG 022 579

*Bettor, Laura*

Relationships between First Sexual Experience and Later Love and Sex Attitudes.

PUB DATE- Oct 89

NOTE- 30p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Higher Education; *Love; *Sex Differences; *Sexuality; Student Attitudes

Most studies examining the effects of initial sexual experience have revealed that the first sexual experience occurs before adulthood, and that its effects are dependent on the nature and extent of the experience, whether or not it was abusive, and with whom it occurred. This study explored relationships between the first sexual experience and later love and sex attitudes. Male (N=85) and female (N=81) college students completed the Love Attitudes Scale, Sexual Attitudes Scale, Attitudes Toward Self and Sexual Self Scale, Sex Guilt Subscale of the Mosher Forced Choice Guilt Scale, Bentler Heterosexual Behavior Assessment Scale, and a Sexual History Scale. Results revealed several significant correlations among the measures, some significant gender differences, and differences among subjects who described their first sexual experience as abusive and those who did not. Females seemed to experience more guilt about sex overall, while males appeared to experience significantly more guilt than females about premarital sex alone. The first sexual experience for males appeared to be more voluntary and satisfactory; males reported having more sexual relationships than did females. Males tended to take a more permissive attitude toward sex than did females. (NB)

ED 320 105 CS 010 078

*Freeman, Ruth H.*
Becoming Literate in Grade One.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Grade 1; *Individualized Instruction; Language Experience Approach; Primary Education; *Reading Instruction; Small Group Instruction; Teacher Role; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Beginning Writing

One of the greatest advantages of teaching first graders to read and write using a whole literacy approach is the flexibility the method provides for meeting the needs of each individual learner. Children use their dictated language as the text and work within small groups. Children can join any group working at an appropriate level or work individually. Several aspects of this flexible, open-ended program contribut[illegible] meeting individual needs for progress: (1) children learn to become readers and writers at the same time; (2) children enjoy the mutual support of the peer group; (3) progress is commensurate with development and motivation because of the opportunities for repetition, time on task, and direct instruction; and (4) the management aspect of the program is composed of meaningful reading and writing activities. (RS)

ED 320 120 CS 010 114

*Johnstone, Judy Ramoy*
A Comparison of Supervising Teachers', Reading Specialists', and Preservice Teachers' Ratings of Student Performance Using the Directed Reading Thinking Activity.
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; *Preservice Teacher Education; Reading Consultants; Reading Instruction; *Student Evaluation; *Student Teacher Attitudes; Student Teacher Supervisors; *Teacher Attitudes
IDENTIFIERS- *Directed Reading Thinking Activities

A study compared the evaluations of junior and senior preservice teachers, supervising teachers, and reading specialists who observed a student's performance using the Directed Reading Thinking Activity (DRTA). Four groups of subjects participated in the study. The first group consisted of 12 elementary education juniors who had just completed a methods course in reading. The second group contained 18 elementary education seniors who had completed the student teaching semester. The third group consisted of 13 supervising teachers, and the fourth group contained 28 reading specialists. The instrument used to evaluate student performance consisted of nine categories--three of which related to teaching in general and six of which directly pertained to the DRTA. Results indicated that preservice teachers' ratings of student performance using the DRTA compared favorably with those of their supervising teachers. There was agreement in the ratings of the juniors and seniors with the supervising teachers in each of the six competencies that directly pertained to the DRTA. The reading specialists were more variable in their ratings; they rated the student's performance significantly lower than the other groups on all competencies. Findings of this study have implications for evaluating preservice field experiences in elementary reading methods courses. (Two tables of data are included.) (MG)

ED 320 135 CS 010 134

*Goetz, Ernest T.; And Others*

Getting a Reading on Reader Response: Relationships between Ratings, Recall, and Imagery Reports.

PUB DATE- Jan 90

NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Data Interpretation; Emotional Response; Higher Education; *Imagery; *Reader Response; Reader Text Relationship; Reading Comprehension; *Reading Processes; Reading Research; *Reading Skills; Reading Strategies; *Recall (Psychology)

IDENTIFIERS- Paivio (A)

A study reanalyzed data from two previous studies to investigate (1) validity of imagery ratings and reports as measures of reader response to a story, and (2) similarity of final regression models for recall and imagery reports. Imagery and affect ratings of story paragraphs were found to predict both imagery reports and recall of a second, independent group of readers, lending convergent construct validity to these measures. Hierarchical regression analyses of within-subjects variance ensured that rating effects could not be attributed to surface-level text factors. Comparison of final regression models for imagery and recall revealed differences that appeared to support Paivio's dual code hypothesis. (Four tables of data are included, and 22 references are attached.) (Author/MG)

ED 320 151 CS 212 373

*Autrey, Ken*

What College Freshmen Say about Previous Writing Experiences.

PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Freshmen; Higher Education; High Schools; Middle Schools; School Surveys; *Student Attitudes; *Student Experience; Teaching Styles; Writing Achievement; *Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- *Basic Writers

An informal research project examined how college freshmen's performances and attitudes in writing were influenced by middle and high school writing experiences. Subjects, enrolled in a basic writing course, filled out questionnaires and were interviewed informally concerning their previous writing experiences. Over a period of years, several generalizations were possible: (1) college freshmen had few specific memories of writing in their elementary and middle school years; (2) many students attributed their current dislike for writing to the rigidity of the writing instruction they received in middle and high school; (3) memorable writing assignments in high school included the research paper and the 5-paragraph theme; (4) students invariably mentioned teachers as the most important influence on their writing; and (5) over half of the students surveyed had written independently. (Two questionnaires are attached.) (RS)

ED 320 166 CS 212 405

*Mei, Dolores M.; And Others*
P.C.E.N. English Instructional Services Student Outcome Data 1988-89 End-of-Year Report. Evaluation Section Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- May 90
NOTE- 239p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Research; *English Instruction; High Schools; *Instructional Effectiveness; *Program Effectiveness; Public Schools; *Remedial Instruction; Remedial Programs
IDENTIFIERS- New York (New York); *Pupils with Compensatory Educational Needs; Remedial Intervention

A study examined the effectiveness of the Pupils with Compensatory Educational Needs (PCEN)-funded English Instructional Services (EIS) Program which provided remediation in reading and writing to eligible New York City high school students. Subjects, 25,675 students from 100 high schools and programs, received remedial instruction in reading and/or writing for either a single term or the full 1989-1990 school year. Four instructional approaches were used to teach the subjects: model A used a supplementary laboratory setting and related workbook materials; model B used reduced class sizes; model C was interdisciplinary and integrated remedial reading and writing with the basic curriculum; and model D had two variations--reduced class size and team teaching. The evaluation criteria that 70% of the students in the reading and writing programs show improvement was met by the writing students but not by the reading students. Full-year students in models A, C, and D met the evaluation criteria, and half-year students in models A and C met the program objectives. (One table of data is included; 12 appendixes of data are attached.) (RS)

ED 320 181 CS 507 186

*Milo, Katherine J.; McEuen, Vivi S.*
Negative Publicity: Its Effect on Institutional Reputation and Student College Choice.
PUB DATE- Sep 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; *Institutional Characteristics; Mass Media Role; *Publicity; Questionnaires; *Reputation; School Surveys; Student Attitudes; Undergraduate Students; *Universities
IDENTIFIERS- *California State University Chico; College Student Questionnaires; *Institutional Image

As it is difficult to know how much damage negative publicity can cause or how an organization should react to it, the best measures are seen as preventive. Advocacy or issue advertising, which attempts to tackle controversial subjects and present facts and arguments that will project the sponsor in a positive light, is one such measure which colleges and universities are beginning to employ. Five hundred new undergraduates and 1,000 students who had been accepted but not enrolled at Chico were surveyed about their attitudes toward California State University-Chico (CSUC). The institution had experienced bad publicity because of violence and a magazine story labeling CSUC the nation's number one "party" school. Eighty-two percent of respondents who attended CSUC had heard or seen a negative story about the university during the year preceding their arrival, while 75% who chose not to attend the university knew of negative stories. In addition, negative publicity had received attention from both prospective students and their friends. Nonetheless, the negative publicity appeared to have had little impact on students' college choice. Traditional college selection criteria (academic programs, social setting, etc.) remained important to students. Further research is warranted. (Three tables of data are included; 17 references are attached.) (SG)

ED 320 237 EA 021 874

*Kerensky, Vasil M.*
The Sovereign: New Perspectives on People, Power, and Public Education.
**National Community Education Association, Alexandria, VA.**

REPORT NO.- ISBN-0-8403-5381-2
PUB DATE- 89
NOTE- 121p.
AVAILABLE FROM- Publication Sales, National Community Education Association, 801 N. Fairfax Street, Suite 209, Alexandria, VA 22314 ($19.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Education; *Community Schools; *Cooperative Planning; Educational Development; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Lifelong Learning; Participative Decision Making; School Community Relationship
IDENTIFIERS- Michigan (Flint)

Community education once was an educational philosophy aimed at improving public schools and the communities they served. Today, community education may well offer a promise of salvation for American education. This book, containing six chapters, questions the present authoritarian, hierarchial American public school establishment. Beginning with a brief history of the first democratically inspired community schools in Flint, Michigan, chapter 1, "A Vision as a Target That Beckons," portrays the original vision and goals of the Flint movement and the unintended consequences of the community school concept as it spread across the country. In chapter 2, "The Search for Educational Excellence," the current wisdom expressed in most of the excellence studies is challenged. The emphasis in chapter 3, "What to Do about America's Schools?" is placed on returning public educational to the public. Chapter 4 asks: "Government Schools or Public Schools?" The establishment's wisdom regarding school organization and management is addressed in chapter 5, "Myths and Other Obsolete Notions." The final chapter is dedicated to champions of community education from 1935 to the present, highlighting the rich history of articles, monographs, newsletters, books, and films on community education. An epilogue is included, and the bibliography contains 77 references. (KM)

ED 320 252 EA 021 904

*Picus, Lawrence O.*
Incentive Funding Programs and School District Response.
PUB DATE- Apr 90
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Incentives; *School District Spending; *State Legislation; *State School District Relationship
IDENTIFIERS- *California

In 1983 the California Legislature passed Senate Bill 813, which appropriated an additional one billion dollars yearly for each of 4 years to the schools. Most of the additional money was distributed through the state's general aid formula. However, a portion of the money was offered through eight other new programs designed to encourage specific behavior on the part of school districts, such as lengthening the school year to at least 180 days and increasing instructional time at all levels. A substantial amount of the additional money was distributed in the form of incentives. This report shows that SB 813's incentive funds had a stimulative effect on district instructional funding; districts spent $2.00 on instruction for every incentive dollar received from the state. The report attempts to help policy makers identify the range of fiscal instruments or funding formulas most likely to stimulate desired changes in school district spending patterns. By analyzing the revenue and expenditures of California unified school districts between 1980-81 and 1985-86, this paper shows that the distribution mechanism influences how local school districts spend additional funds. The study found that: (1) incentive grants appear to be more effective than other types of intergovernmental grant mechanisms in increasing school district spending for instruction; and (2) incentives are useful only under limited conditions and for limited time periods. (33 references) (MLH)

ED 320 267 EA 021 925

*Isherwood, Geoffrey B.*
Impact of Information Technology on Secondary Schools: An Exploratory Study.
PUB DATE- Apr 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Microcomputers; *Principals; Resistance to Change; *Scientific and Technical Information; Secondary Education; *Secondary Schools; Social Change; *Technological Advancement; Technological Literacy; Technology
IDENTIFIERS- *Quebec

Visscher's functional analysis of the impact of information technology (IT) is the theoretical basis for this assessment of the impact of the microcomputer on secondary school administration. Data were collected through indepth interviews with a non-random sample of 13 Quebec secondary school principals and vice-principals, and 3 senior administrators. As a cultural extension or type of tool used by people, IT: (1) offers flexible, personalized students' programs of study; (2) improves public relations; and (3) limits the promotion opportunities of technologically knowledgeable principals. The impact of IT on secondary schools is limited by the definition of the principal's role as a "person-oriented" position. Most principals are more concerned with maintaining the status quo; persons who are technically inclined are not rewarded or promoted. The study of technological change in education must therefore consider the social forces at work that limit the development of IT in schools. (10 references) (LMI)

ED 319 908 CE 054 832

*Kingsley, Christopher*
A Guide to Case Management for At-Risk Youth.
**Brandeis Univ., Waltham, MA. Center for Human Resources.**
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 89
NOTE- 113p.
GRANT- 99-7-1879-72-331-02
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *At Risk Persons; *Caseworker Approach; Caseworkers; Coordination; *Disadvantaged Youth; Federal Programs; *Institutional Cooperation; *Job Training; Postsecondary Education; Program Improvement; Secondary Education
IDENTIFIERS- *Job Training Partnership Act 1982

This guide addresses many of the most common questions about case management asked by employment and training administrators and practitioners. Its table of contents is organized in a question-and-answer format. The content of the guide flows directly from program administrators, practitioners, case managers, and others in the field, gathered at workshops in case management conducted around the country. The first section of the guide is an overview of case management, including definitions and suggestions for effective case management. Its theme is that case management must occur on both the client level and the institutional level. The balance of the guide is organized in two parts. The first half focuses on client-centered interventions. It discusses what a case manager does with each young person and reviews how a case manager helps youth identify, gain timely access to, and successfully complete an individualized, coordinated set of services provided by a variety of institutions. The second half of the guide focuses on institutional agreements. It shows that client-centered activities will not succeed unless institutions develop formal interagency agreements that define new ways in which they will work together. It investigates how case managers operate across institutional boundaries and how communities can authorize case managers to requisition services. (KC)

ED 319 922                CE 054 864

*Thomas, Robert J.; Rhodes, Paula*
Industry-Based Bilingual Vocational Training. A Directory of Industry-Based Training Programs for LEP Adults.
**Development Assistance Corp., Dover, NH.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 114p.; For a related document, see ED 317 772.
CONTRACT- VN89002001
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Education; Community Education; *Cooperative Programs; Employer Employee Relationship; *Industrial Training; *Labor Force Development; Language Proficiency; *Limited English Speaking; School Business Relationship; Second Language Learning; Special Needs Students; *Vocational English (Second Language)
IDENTIFIERS- *Bilingual Vocational Education; *Workplace Literacy

The purposes of this directory of existing industry-based training programs--for limited English-proficient (LEP) adults employed in those industries--are as follows: (1) to provide a sense of the types of existing industry-based programs available to LEP employees; (2) to identify programs with the potential of implementing bilingual vocational training (BVT) models; and (3) to provide a listing for the promotion of the BVT model in workplace settings. Programs were identified through telephone contacts. Of the 94 programs listed in the directory, most are partnerships between companies and public programs. The most common types of partnerships with companies are as follows: 33 with public school adult basic education (ABE) centers; 19 with community-based organizations (CBOs); 16 with community colleges or vocational technical schools; and 9 with college or university adult English-as-a-second-language (ESL) centers. Nineteen states are represented in the program descriptions. Each program description includes the following information: educational agency partner; company name and address; program title; program director or contact person; brief description of the program; duration, training cycles, and number of trainees; ethnic and language groups served; and starting date and project continuation. The fluid nature of the directory is stressed. (CML)

ED 319 962 CE 054 924

Volunteers in Adult Education. Practices Used by Volunteers in ABE and Literacy Programs.
Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Educational Resources; Family Influence; Family Involvement; Intergenerational Programs; *Literacy Education; Models; Newspapers; Parent Education; Parent Participation; Preschool Education; Program Descriptions; Program Effectiveness; *Program Implementation; Teaching Methods; *Tutoring; Tutors; *Volunteers

This guide describes various tutoring methods and supportive roles performed by volunteers in adult literacy programs. The practices described usually complement instruction in adult education and literacy classes as well as expand the delivery system of programs and services to the adult learner. The 25 practices described are grouped under the headings of "Tutoring" and "Volunteers in Supportive Roles." Practices include vocabulary expansion, semantic maps, risk-taking activities, newspapers in education, workplace vocabulary development, speakers' bureaus, family literacy, fundraising, story corner, and swim-a-long. Each program description includes a topic; summary of the practice; and name, address, and telephone number of the contributor. (Author/KC)

ED 319 988 CE 055 021

*Murray, Jennifer; Hayter, Roy*
Customer Care Management. Customer Care Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-25-6
PUB DATE- 90
NOTE- 127p.; For related documents, see CE 055 022-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Business Administration Education; Conflict Resolution; Foreign Countries; *Hospitality Occupations; *Hotels; *Management Development; *Marketing; *Quality Control; Standards; Supervisory Training; Tourism
IDENTIFIERS- Catering; *Customer Services; *Great Britain

These teacher's materials are intended to support trainers as they conduct a 1-day course on each of the following topics regarding the hotel and catering industry in Great Britain: the customer perspective, customer service standards, and quality control. The first section explains how to use the materials. The instructions for conducting each course include trainee objectives and directions for conducting multiple sessions within each course. The sessions involve discussions, brainstorming, and pencil and paper activities. Among the topics covered in the course on customer perspective are: Who is the customer? What do customers expect at each stage of the service journey? What do customers find important? Who is responsible for giving customers what they want? What should be done to find out what customers want? and What is most important to particular groups of customers? The topics in the course on customer service standards are: How can conflicts of interest be resolved and how can constraints that prevent staff from satisfying customers be lifted? What service standards are needed to satisfy the key expectations of customers? and What must be done to ensure that customer standards are reached? Among the topics in the quality control course are: How can success at meeting customers' expectations be measured? Is the support from senior management sufficient? and How can momentum be maintained? The document concludes with a summary of session topics. (CML)

ED 320 002 CE 055 046

NVQs and Learners with Special Needs. National Vocational Qualifications Number 3.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-189-6
PUB DATE- Mar 90
NOTE- 7p.; For a related document, see ED 305 454.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adults; Career Exploration; Credits; *Employment Qualifications; Government School Relationship; Individualized Instruction; Job Training; Labor Force Development; Postsecondary Education; *Prevocational Education; *Prior Learning; *Special Needs Students; Standards; Vocational Education
IDENTIFIERS- *Great Britain; *National Vocational Qualifications (England)

A project of Great Britain's Further Education Unit explored the role adult education colleges can play in facilitating access to the national vocational qualifications (NVQs) for learners with special needs and identifying barriers to NVQs for adults with special needs. The issues surrounding the current and planned changes to the NVQs are that: (1) people with disabilities have the most problems in accessing vocational training in a country where less than half the population obtain a vocational qualification; (2) predicted demographic changes will mean that people with special needs will be needed in the work force; (3) lecturers and trainers need to shift their thinking about the capacities and futures of people with disabilities; and (4) NVQ awards should be free of any barriers that restrict access to them. Five colleges were visited and staff from nine colleges attended a seminar to discuss the issues. Among the findings reported were that: (1) few colleges were providing NVQs for learners with special needs; (2) training toward NVQs was not generally seen as a primary method of employment preparation; (3) in some colleges, special needs staff were ignorant of NVQs and their role in helping learners gain employment; (4) most schools put special needs adults into existing slots rather than providing tailored programs; and (5) prevocational education and career exploration opportunities were seldom offered. Among the project's recommendations were that adults should receive NVQ credits for prior learning and credits for basic skills should count toward NVQs. (CML)

ED 320 016 CE 055 110

*Petersen, M. Larry*
Technology Education--A Broader Approach.
PUB DATE- 30 Nov 89
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Orlando, FL, November 30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Occupations; Building Trades; Business Education; Career Education; *Career Guidance; Communications; *Core Curriculum; *Course Content; Fashion Industry; Food Service; High Schools; Marketing; *Occupational Information; Office Occupations; Transportation
IDENTIFIERS- *Logan City Schools UT; *Technology Education

Technology education is now an integral part of the curriculum in middle school and high school programs of the Logan (Utah) City Schools. The five major vertical curriculum cores required of all ninth-grade students are human resource management, free enterprise applications, career insights and opportunities, technology trends, and counseling and guidance. The 12 occupational clusters that support the vertical cores are as follows: marketing, food service, communication, health, manufacturing, office business, textiles and clothing, construction, space design, agriculture, transportation, and service. Task activities are the vehicles for student involvement in moving through the five vertical cores of learning, which include 13 broad competency standards and 67 specific objectives. All students involved in the ninth-grade program must complete the course of study in one or two trimesters with 25 students per class. Classes are 70 minutes each in length. The program has been operating successfully for 4 years and has expanded to include three levels of technology for continued study in grades 10, 11, and 12. (A 7-item bibliography is included.) (CML)

ED 320 031 CE 055 220

*Brown, A. O., III; Fowler, Malcolm.*
Process Instrumentation. Teacher Edition.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**

PUB DATE- 89
NOTE- 430p.; For related documents, see CE 055 219-221.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN602501: $26.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Electronic Control; Electronic Equipment; Electronics; *Entry Workers; *Instrumentation; *Instrumentation Technicians; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Measurement Equipment; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; Test Items; Troubleshooting; Units of Study
IDENTIFIERS- *Process Instrumentation

This module provides instructional materials that are designed to help teachers train students in job skills for entry-level jobs as instrumentation technicians. This text addresses the basics of troubleshooting control loops, and the transducers, transmitters, signal conditioners, control valves, and controllers that enable process systems to work correctly. Pretesting and calibrating instruments are covered, and data charts and calibration graphs that technicians use on a routine basis are provided. The module contains seven instructional units that cover the following topics: principles of pneumatics; calibration standards and test equipment; transducers and transmitters; signal conditioning; actuators, positioners, and control valves; controllers and controller tuning; and interactive loops (boilers, distillation towers, batch processes). Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, answers to tests, and assignment sheets. Instructional task analyses; a tools, equipment, and materials list; and 21 references are included. (KC)

ED 320 090 CG 022 595

*Sinnott, Jan D.; And Others*
Models of Physiology/Cognition Relations: Their Prevalence in the Literature and Their Utility in Examining the Effect of Blood Pressure on Vocabulary and Memory for Designs.
PUB DATE- 87
NOTE- 114p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); *Cognitive Ability; *Memory; *Models; *Physiology; Predictor Variables; Theories; Vocabulary
IDENTIFIERS- *Blood Pressure

Interest in physiology/cognition relations is increasing, in step with the realization that the individual ages as a whole, adaptive, living system. If a physiological system declines, a person's cognitive abilities may be reduced, unless some compensatory mechanism operates. Understanding this set of relationships permits potential interventions. This study explored the influences of blood pressure on memory for designs and Wechsler Adult Intelligence Scale vocabulary performance in terms of seven theoretical models which test not only for linear effects but for effects having a more complex, nonlinear time-lagged form as well. Each of a large number of hypotheses was tested twice, first with systolic, then with diastolic pressure variables. The 25-year data base of the Baltimore Longitudinal Study of Aging was used. Significant complex relationships between blood pressure and cognition were found. The theory that best fits results of this study is that optimal pressure delivers optimal oxygen to the brain, and optimal pressure depends on the state of the whole system, maintained and adjusted by age related feedback loops connected to both blood pressure and cognitive adaptive systems. The use of nonlinear, lagged multivariate models is recommended, since these hypotheses received support. (Author/ABL)

ED 320 196    EA 021 582

*Beswick, Richard*
Racism in America's Schools. ERIC Digest Series, Number EA 49.
**ERIC Clearinghouse on Educational Management, Eugene, Oreg.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Ethnic Bias; Ethnicity; Ethnic Relations; Minority Groups; Multicultural Education; *Racial Attitudes; *Racial Bias; *Racial Discrimination
IDENTIFIERS- ERIC Digests

Schools play an important role in combatting racism, which, despite a quarter century of desegregation, may be increasing. Possible solutions offered in this report are: public declarations of repugnance for racism; multicultural educational programs; use of teachers as role-models; and effective use of tolerance-generating resources. Several other motivational and confrontational strategies used by educators to change racist behavior are discussed. Schools can preserve ethnic identity without sacrificing social integration by offering programs that recognize the distinction between the meanings of culture and ethnicity. Multicultural education must distinguish between culture and ethnicity if it is to preserve ethnic identity while facilitating social integration. Multicultural education offers excellent ways to uncover prejudice and to stimulate appreciation for racial and ethnic differences. (12 references) (LMI)

ED 320 209 EA 021 808

School-Based Clinics Enter the '90s: Update, Evaluation and Future Challenges.
Center for Population Options, Washington, DC.
PUB DATE- Oct 89
NOTE- 21p.; For related documents, see EA 021 806-807.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Education; Birth Rate; *Clinics; Drug Education; Elementary Secondary Education; Health Education; Health Programs; Illegitimate Births; Nutrition Instruction; Pregnancy; Primary Health Care; *School Health Services; Self Care Skills; Sex Education; Smoking; Substance Abuse

A nationwide study of six school-based clinics (SBCs) reviews factors contributing to the development of the SBC movement and gives recommendations to enhance clinic effectiveness. Clinic utilization and its impact on medical care, on students' risk-taking behaviors, and on pregnancy prevention are also assessed. Student populations in schools with clinics are compared to student populations in schools without clinics. Data were obtained from interviews with students and school and clinic staff, client records, the Student Health Survey, and longitudinal birthrate records. Findings indicate that SBCs successfully provide students with regular comprehensive health care. Whether SBCs actually increase student access to medical care or simply replace former providers remains a question. SBCs show potential for the reduction of students' alcohol and tobacco use, but appear to have no effect on pregnancy rates. Contraceptive use among sexually active teens increases when SBCs provide both access and information. With adequate financial and community support, SBCs may improve health care and reduce risk-taking behavior among students. (28 references) (LMI)

ED 320 223 EA 021 852

Principals for 21st Century Schools.
**National Association of Elementary School Principals, Alexandria, VA.**
PUB DATE- 90
NOTE- 61p.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Educational Change; Elementary Secondary Education; Instructional Leadership; *Principals; School Administration; School Based Management; School Supervision

This document seeks to define the kinds of administrators who will be needed to ensure first-rate elementary and middle schools in the next century. Underlying the report is the belief that present principal preparation programs are inadequate and require overhauling. Chapters 1 and 2 focus on demographic changes, effective schools, and the nature of effective school leadership. Guiding assumptions about the roles and responsibilities of tomorrow's principals and recommendations for principal preparation are offered in chapters 3, 4, and 5. Chapter 6 recommends that policymakers at the state and national levels fully support educational reform funding and school-based management initiatives, including but not limited to quality control for principal preparation and continuing professional development of principals. In conclusion, it is recommended that effective recruitment efforts be immediately launched to attract potential principals from the best and brightest teachers, that these aspiring administrators be enabled to develop proficiencies that will help them to deal with the pedagogical problems of the 1990s, and that programs be provided that allow practicing principals--those now in the schools--to refine existing proficiencies and develop new ones. Fundamental to these recommendations are the notions that principals should understand the nature of instruction within a

particular environment and have substantive classroom experience. (JAM)

ED 319 880 CE 052 917

*Veyna, Angelina F.*

Parents as Partners for Excellence in Education. A Conference Planning Guide.

**Orange County Human Relations Commission, Santa Ana, CA.**
SPONS. AGENCY- Pacific Telesis Foundation, San Francisco, CA.
PUB DATE- Nov 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Educational Planning; Elementary Secondary Education; Parent Child Relationship; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *Parent Workshops; *Program Development

This guidebook outlines a process for producing a parent educational conference designed to increase parental involvement in children's education. It is based on the experiences of the planners of the Parents as Partners for Excellence in Education conferences that have been conducted by the Orange County, California, Human Relations Commission. A personal perspective is provided on some of the problems that emerged from past conferences and how they were addressed. The guide is organized in six sections covering the following topics: (1) initial considerations (target outreach, conference planning, conference program, and initiating the planning process); (2) conference sponsorship and budget; (3) conference committees; (4) the conference day; (5) conference follow-up; and (6) public relations. The workshops are provided in a variety of languages in addition to English. A sample parent conference program is appended. (KC)

ED 320 046 CG 022 541

*Jakobczuk, Maria Rose*
Death of a Parent in Childhood and Adult Depression.
PUB DATE- May 90
NOTE- 49p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Childhood Needs; Children; *Death; *Depression (Psychology); *Emotional Adjustment; *Grief; *Parent Child Relationship

Studies investigating the association between death of a parent in childhood and risk of adult depression are reviewed. Some studies have found a positive association between childhood bereavement and adult depression while others have found either no association or mixed results. These inconsistent and conflicting findings are primarily due to methodological limitations such as poorly defined variables, errors in sample selection, and confounding variables. There are three possible explanations for the findings: (1) the positive association between childhood bereavement and adult depression may be highly specific depending on the type of loss, age at loss, gender of the child, and other variables; (2) negative findings may be accurate and there may be no substantive relationship between childhood bereavement and adult depression; and (3) childhood bereavement may have a weak effect upon risk of adult depression. Recommendations for future research are provided. Forty-two references are included. (Author/NB)

ED 320 061 CG 022 556

*Chambliss, Catherine; Hartl, Alan J.*

Two Paycheck Families: Therapeutic Techniques to Enhance Family Functioning.

PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Symposium on Building Family Strengths (6th, University Park, PA, April 17-20,1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Cooperation; *Counseling Techniques; *Dual Career Family; Employed Parents; *Family Counseling; Family Life; Marital Satisfaction; Marriage Counseling; *Models; Socialization; *Stress Management

American family life is being transformed by the trend toward two paycheck families, yet most people have not been socialized to live in this way, and social institutions have been slow to accommodate the needs of two paycheck families. Accordingly, this paper presents a package of therapeutic techniques designed to help members of two paycheck families learn how to adjust to this family lifestyle. After a brief introduction, an audience-generated list of 12 common family stressors is presented and external and internal sources of stress are defined. The main part of the paper presents a therapeutic model for dealing with the stresses in two-paycheck families. Techniques are classified under four headings: control, courage, commitment, and cooperation. Control techniques emphasize locus of control, mutual brain storming, rethinking, and shared gloating. Courage techniques address perfectionism, learning to say no, rewarding effort despite outcomes, and experimentation. Commitment techniques address life priorities, self-defeating fantasies, guilt, and marital enhancement. Finally, cooperation techniques include delegation, household preferences, scheduling, and friendships. (TE)

ED 320 076 CG 022 580

Foundations for Our Future: Values, Youth and Our Schools. Conference Report. National Conference on Values Education (2nd, Bolton Landing, New York, October 23-25, 1989).

**New York State Education Dept., Albany.; State Univ. of New York, Albany.**

PUB DATE- Oct 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education;

*School Role; *Student Needs; *Values; *Values Education

This document presents a report from the Second National Conference of Values Education. It begins with a brief statement summarizing the conference proceedings. The entire conference program is included. Also included is the transcript of "Moral Education Makes a Comeback," a program held a few days after the conference ended. A resolution on values education drafted by conference participants to encourage further action by conference participants, state and national organizations, and the general public is provided. Recommendations for further action by conference participants are given, which includes a section on how state and local school districts can pursue values education initiatives. Also included is a draft bulletin, "Taking the Next Steps: Implementing Values Education Policies and Programs," which is being prepared to answer some common questions about values education and to offer some suggestions for pursuing values education initiatives. The bulletin contains an introduction, answers to questions about values education, a section on working toward consensus on values education, a values inventory matrix, a bibliography of materials on values education, a list of sources of information on values education programs, and an evaluation form. (NB)

ED 320 106 CS 010 079

Freeman, Ruth H.
Implementation of a Whole Language Approach to Literacy Acquisition.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Course Content; Course Descriptions; Grade 1; *Individualized Instruction; Language Experience Approach;

Literacy; Literature Appreciation; Primary Education; *Reading Instruction; Small Group Instruction; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Beginning Writing

This paper describes a comprehensive first grade language curriculum which views the acquisition of literacy as a whole language process. The paper explains how to configure program elements to provide direct instruction, time-on-task, and self-directed learning. The manner, timing, method of instruction, and specifics of the contribution of each component to the program are explained in detail. The methodology of instruction, materials used, and techniques of classroom management which facilitate and support instruction are discussed. Secondary program elements, including projects and units of study, which complete the overall language curriculum, are presented. The paper includes excerpts from the children's work to illustrate the methodology and results. (RS)

ED 320 121 CS 010 116

*Valencia, Sheila; And Others*
Assessing Reading and Writing: Building a More Complete Picture for Middle School Assessment. Technical Report No. 500.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90

NOTE- 36p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Evaluation Methods; Intermediate Grades; Junior High Schools; *Literacy; Middle Schools; *Portfolios (Background Materials); *Reading Achievement; Reading Writing Relationship; Self Evaluation (Individuals); *Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Middle School Students; Student Centered Assessment

The intention of this report is to build a strong case for a portfolio approach to assessment of reading and writing during the middle school years. A portfolio is both a collection of the artifacts of students' reading and writing and a disposition toward assessment. This disposition is characterized by the belief that assessment must be continuous, multidimensional, collaborative, knowledge-based, and authentic. Recommendations for portfolios are based upon the conviction that records gathered while students are engaged in functional and contextualized literacy tasks will ultimately prove more useful to both teachers and students than will any set of numbers derived from tests that have little relevance to the purposes and needs of either students or teachers. The principles and continua put forward should be regarded as a conceptual framework to use in developing and evaluating assessment strategies. The array of assessment opportunities available to teachers is limited only by their creativity, knowledge of the reading process, and grasp of sound assessment criteria. The report describes the portfolio assessment practices in detail and illustrates how they must be applied in the classroom by means of five "scenarios." Appendixes include: A Schema for Scoring Retellings (The Retelling Profile), A Wholistic Scoring Scale, An Analytic Scoring Scale, A Writing Analysis Checklist, and A Self-Evaluation Questionnaire. One figure and 53 references are included. (MG)

ED 320 136 CS 010 135

*Gray, MaryAnn*
Ready, Set, Read...and Understand!
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Instructional Effectiveness; Reading Assignments; *Reading Comprehension; *Reading Skills; Science Instruction; Teaching Methods
IDENTIFIERS- *Prereading Activities; *Prereading Skills
When reading science texts, students often do not know what they know. Prereading activities can help students build bridges from the known to the unknown. Brainstorming will help students recognize their own prior knowledge on the subject and learn from hearing each other's responses. An anticipation guide is a teacher-generated list of questions that are asked of students before reading the text to elicit thinking, arouse curiosity, and focus attention. Science teachers can use graphic organizers to introduce new technical vocabulary from the unit under investigation and to illustrate the interrelationships that exist among the various concepts and terms. Capitalizing on students' curiosity increases students' motivation to read, which leads to an increase in comprehension. Providing students with a list of terms and having them classify them and identify their reasons for doing so will not only stimulate student interest but will also help the teacher find out what students do and do not know about the topic. Active comprehension on the part of the students can be promoted by asking them to make predictions as to the content of the selection. (MG)

ED 320 152 CS 212 374

Autrey, Ken
Connecting My Writer's Group and My Writing Class.
PUB DATE- Mar 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Discussion (Teaching Technique); Higher Education; *Peer Evaluation; Teaching Methods; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Reading Uses; *Writing Groups

A composition teacher's suggestion to students to read personal compositions to others and to act on their reactions took on new meaning when the teacher read his own works to a writer's group. The teacher then began to realize the real implications of this method for writing instruction. Student reactions to their classmates' compositions can lead to measurably improved writing. But as important as these specific gains are, the real value of bringing the writer's group into the classroom is what this conveys about writing as a social act. Writing is both the loneliest and most communal of all endeavors. Teachers should allow students to discover the pleasures of reading aloud to and hearing responses from a group of committed writers. Students should have the opportunity to see that the solitude of individual effort can be balanced by the voices of others in a conversation that engages students and teachers alike. (SG)

ED 320 167 CS 212 406

# Chapter 1 English Instructional Services Program Student Outcome Data

1988-89 End-of-Year Report. Evaluation Section Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- May 90
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Research; *English Instruction; High Schools; *Instructional Effectiveness; *Program Effectiveness; Public Schools; *Remedial Instruction; Remedial Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; New York (New York); Remedial Intervention

A study examined the effectiveness of the Chapter 1-funded English Instructional Services (EIS) Program which provided remediation in reading and writing to eligible New York City high school students. Subjects, 23,442 students from 100 high schools and programs, received remedial instruction in reading and/or writing for either a single term or the full 1988-1989 school year. Four instructional approaches were used to teach the subjects: model A used a supplementary laboratory setting and related workbook materials; model B used reduced class sizes; model C was interdisciplinary and integrated remedial reading and writing with the basic curriculum; and model D had two variations--reduced class size and team teaching. The evaluation criteria that 70% of the students in the reading and writing programs show improvement was met by the writing students but not by the reading students. Students in models A and C met the program objectives while students in the other models did not. (Five tables of data are included; 14 appendixes of data are attached.) (RS)

ED 320 182 CS 507 191

*Rancer, Andrew S.; Kosberg, Roberta L.*
Beliefs about Arguing as Predictors of Trait Argumentativeness.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Beliefs; Communication Research; *Conflict; Higher Education; Multiple Regression Analysis; Persuasive Discourse; Questionnaires; Verbal Communication
IDENTIFIERS- *Argumentativeness; Argument Research; Communication Behavior

A study examined how beliefs about arguing are related to the general motivation to argue. Subjects, 505 undergraduate students, were administered the Argumentativeness Scale and a beliefs-about-arguing measure. The scale contained 10 items for measuring the general tendency to approach arguments and 10 items for measuring the general tendency to avoid arguments. The beliefs-about-arguing measure consisted of 29 Likert-type items and was created by taking the 7 belief structures about arguing identified by Rancer, Baukus, and Infante (1985) and creating positive and negative items for each belief-structure category. Results indicated that six of the seven belief structures about arguing (hostility, skill, activity/process, self-image, control/dominance, conflict/dissonance) accounted for significant variance in trait argumentativeness. The hostility belief emerged as the best predictor of the trait. Results appear to validate the belief structures about arguing. (One figure and three tables of data are included. Forty references are attached.) (MG)

ED 320 238 EA 021 876

# Parent Power: A Major Ingredient in the Recipe for Educational Success.

**National Education Association, Washington, DC. Education and Outreach Program.**
PUB DATE- 89
NOTE- 9p.
AVAILABLE FROM- Manager, Education and Outreach Program, National Education Association, 1201 16th Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Learning Activities; *Mathematics Instruction; *Parent Student Relationship; *Reading Strategies; *Science Instruction; *Social Studies; Writing Exercises

Educational research has ascertained that parents who are actively involved in their children's learning at home help these children become more successful learners in and out of school. Learning activities requiring more imagination than equipment are presented for four age levels. These reading, writing, math, science, and social studies home learning activities are geared to foster confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem-solving in children of all ages. For example, very young children (grades K-3) can search for letters of the alphabet on cans of food, improvise story endings, count laundry items, and learn to care for plants (as a science experiment). Older children can act out dramatic poems, make picture stories, and use newspapers for making pretend investments or comparing sport scores. Teens are encouraged to develop problem-solving habits by learning and applying a six-step process and to discuss feelings with parents. (MLH)

ED 320 268 EA 021 926

*Mayo, Bud*
Striving for Drug-Free Schools
**National Association of Secondary School Principals, Reston, Va.**
PUB DATE- Mar 90
NOTE- 8p.
AVAILABLE FROM- Publication Sales, National Association of Secondary

School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Responsibility; *Agency Cooperation; *Drug Abuse; *Drug Education; Elementary Secondary Education; Intervention; *Prevention; *Principals; Program Development

Principals can effectively confront the problem of student drug abuse by working with public and private resources, school and community leaders, law enforcement, and treatment and counseling professionals. The most effective school drug education programs include a well-orchestrated K-12 curriculum. The "Just Say No" approach provides students with tools to cope, rather than simply emphasizing scare tactics like adverse health and social and legal consequences. A local school substance abuse team comprised of an assistant principal, counselors, parent representatives, and teachers is the most realistic approach to the problem. The team's responsibilities should include education, intervention, referral, and development of drug-free alternatives for students. All staff members must be aware of the typical characteristics of the substance-abusing student. The principal's primary responsibility is to create and enhance a drug-free educational environment by ensuring that mutually supporting policies, curricula, and cooperative efforts are in place. Directory information is provided concerning available program resources, national hotlines, national anti-drug organizations, and support groups. Program development guidelines for substance abuse education and prevention programs are illustrated by examples from eight schools. (Five references) (MLH)

ED 319 895 CE 054 779

*Mohapatra, Manindra K.; And Others*
Professional Socialization of State Public Administrators in Kentucky: An Empirical Study.
Kentucky State Univ., Frankfort.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 90
NOTE- 85p.; For a related report, see ED 311 258. Paper presented at the Annual Conference of the American Society for Public Administration (51st, Los Angeles, CA, April 7-11, 1990).
GRANT- NSF-RII-87040-15
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Government Employees; Higher Education; Political Attitudes; *Professional Continuing Education; *Public Service; *Socialization; *State Government; Values
IDENTIFIERS- *Kentucky

An ongoing empirical study is being conducted of the professional socialization of Kentucky's state public administrators. The study proposes two measurable attitudinal latent traits: orientation to public service professionalism and political acuity. Relationships among independent, intervening, and dependent variables include education/training, agency culture, demographic attributes, and public service values. A sample of 3,000 Kentucky public managers (1,500 with and 1,500 without management training) received a six-page questionnaire; 1,497 usable responses were returned (a 49 percent response). Empirical findings suggest some positive associations between the professional socialization indicators and public service values. Training and age were found to affect reported levels of political acuity but not professionalism. Reported levels of political acuity affected attitudes toward the merit system and services to clients, whereas professionalism level influenced all four service value attitudes. The data suggest that, as political acuity increases, it tends to cause increases in professionalism, even though these traits were found to be statistically independent. (The report includes 49 tables, the questionnaire, an agenda of a management awareness workshop, a sample management newsletter, and a 331-item bibliography.) (KC)

ED 319 923 CE 054 865

*Wolford, Bruce, Ed.; And Others*
Transitional Services for Troubled Youth.
**Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.**
SPONS. AGENCY- Kentucky State Dept. for Social Services, Frankfort.
PUB DATE- 90
NOTE- 71p.; Papers presented at the National Conference on Transitional Services for Troubled Youth (Lexington, KY, May 1988).
AVAILABLE FROM- Department of Correctional Services, Eastern Kentucky University, 217 Perkins Bldg., Richmond, KY 40475-3127 ($15.00; five or more: $12.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Disorders; Community Programs; *Correctional Institutions; *Correctional Rehabilitation; *Delinquency; *Delinquent Rehabilitation; Education Work Relationship; Group Homes; Rehabilitation Centers; Residential Care; *Residential Programs; Secondary Education; *Transitional Programs; Young Adults; Youth Problems

The 11 articles in this monograph, selected from more than 100 presentations made at the National Conference on Transitional Services for Troubled Youth, examine the history, current status, best practices, and future needs of troubled youth who are returning from residential to community settings. The papers are the following: "Transitional Services in Youth Corrections: Current Issues and Prospects for the Future" (Schwartz); "Multidisciplinary Perspectives on the Transition of Troubled Youth to Community Settings: Results of a Delphi Survey" (Leone, Walter, Edgar); "Behavior Management Techniques Useful in Helping the Transition to School: Preparing Teachers to Handle Misbehavior" (Herr, Linn); "Collaboration and Cooperation: Key Elements in Bridging Transition Gaps for Adjudicated Youth" (Cook); "Deinstitutionalization of Youth in Trouble: Recent Trends and Policy Issues" (Lerman); "Youth in Transition--Two Perspectives" (Wolford, Janssen, Miller);

"Support Program for Parents of Suspended Youth" (Smith); "Applicability of Behavior Rating Scales for Juvenile Correctional Settings" (Campbell, Bullock, Wilson); "Day Treatment Services" (Bowling, Hobbs); "Winners Circle: A Career Approach to Reaching Troubled Youth" (Spaniol, Cleberg); and "Results of a Nationwide Survey on the Characteristics of Transition Programs for Incarcerated Handicapped Youth" (Whittier, Sutton). An abstract precedes each monograph. (KC)

ED 319 937 CE 054 888

*Oakeshott, Martin*
Educational Guidance and Curriculum Change.
**Further Education Unit, London (England).; National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.**
REPORT NO.- ISBN-1-900559-92-6
PUB DATE- 90
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Counseling; Adult Education; Educational Policy; *Evaluation Methods; *Evaluation Utilization; *Feedback; Foreign Countries; Guidance Personnel; *Guidance Programs; Participant Satisfaction; Teacher Response; *Unemployment
IDENTIFIERS- *England

A project conducted by Britain's Further Education Unit: (1) identified and evaluated strategies used by Educational Guidance Services for Adults (EGSAs) to feed back to providers of learning opportunities the unmet needs of adult clients with particular reference to the unemployed and unwaged; (2) identified and evaluated mechanisms used by institutions to respond to such feedback; and (3) made recommendations for guidance services on improved or new methods for responding to the unmet needs of adults entering the education system. The localities for the three case studies were the Bradford Metropolitan District, the London Borough of Hackney, and the County of Hertfordshire, all of which presented different socioeconomic factors and rates of unemployment, as well as established guidance services for adults with contrasting management structures, resources, facilities, and methods of service delivery. Data were collected through interviews with guidance staff. The following were among the study's recommendations: (1) the EGSAs will benefit most from their feedback if they pursue a proactive strategy for service delivery and maintain information systems; (2) providers should assign a senior staff member to coordinate the strategy for obtaining and responding to feedback; (3) local education authorities should develop policy on adult educational guidance, a central part of which should concern feedback; and (4) the Educational Guidance Initiative should encourage staff training programs on guidance. (The document contains 45 references and 9 appendices with case study descriptions and sample feedback forms.) (CML)

ED 319 950 CE 054 905

*Bottoms, Gene; Presson, Alice*
Improving General and Vocational Education in the High Schools. SREB-State Vocational Education Consortium Approaches for Achieving Gains in the Mathematics, Science, and Communications Competencies of Students in General and Vocational Programs.
**Southern Regional Education Board, Atlanta, Ga.**
PUB DATE- 89
NOTE- 40p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Articulation (Education); *Board of Education Policy; Certification; Course Selection (Students); *Educational Improvement; High Schools; *Integrated Curriculum; Job Placement; Mission Statements; Staff Development; Standards; Underachievement; *Vocational Education
IDENTIFIERS- *Performance Indicators

Recommendations for improving general and vocational education in the high schools are as follows: (1) providing clearly stated state and local school board policies establishing the purpose of vocational education; (2) upgrading the content of vocational courses; (3) providing students with access to higher level academic content taught through an applied approach; (4) requiring students to complete a coherent multiyear program of vocational and academic studies that prepares them for either an employment or educational setting; (5) providing underachieving students with access to vocational programs and academic courses and the continued extra assistance they need to succeed; (6) developing the linkage between secondary and postsecondary education and training so that academic and vocational courses enable students to pursue further education successfully; (7) providing students with assistance in course selection and planning; (8) providing staff development programs to promote the academic competencies of vocational teachers and the applied teaching skills of academic teachers; (9) revising the preparation and certification requirements for new vocational teachers; (10) expanding efforts to place graduates in related employment or in postsecondary educational opportunities; and (11) establishing performance indicators to track and report the annual progress of each school district. (An appendix provides recommended high school curricula for automotive, health and related fields, secretarial and administrative support, and manufacturing production trades.) (CML)

ED 319 963 CE 054 925

Workers Kaleidoscope: 2001.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- 89
NOTE- 180p.; Small type in Table of Contents.
AVAILABLE FROM- Food and Allied Services Trades Dept., AFL-CIO, 815 16th Street, N.W., Suite 408, Washington, DC 20006 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Asian Americans; Blacks; Day Care; *Employed Women; *Employee Attitudes; Employees; Employment Patterns; Employment Practices; Employment Statistics; Equal Opportunities (Jobs); Flexible Working Hours; Fringe Benefits; Hispanic Americans; Income; Labor Force; *Minority Groups; Occupational Safety and Health; *Part Time Employment; Poverty; Salary Wage Differentials; *Unions

This manual was prepared to provide union leaders, organizers, and local officers with information about the experiences of Asian-American, Black, Hispanic-American, female, and part-time workers. The Asian-American workers section includes information on Chinese, Japanese, Filipinos, Koreans, Asian-Indians, Southeast Asians, and Pacific Islanders and includes discussions of populations, locations, labor force participation, employment statistics, and specific issues. The Black workers section includes information on population, income, poverty, labor force participation, families, women, education, the future of work, unions, and politics. The Hispanic workers section includes information on population, income, poverty, unemployment, labor force participation, occupations, unions, and how business targets Hispanics. The section on women workers includes information on the "pink collar ghetto," minority women, pay equity, child care and parental leave, health and safety, part-time workers, flexible scheduling, insurance and pensions, sexual harassment, and women in unions. The part-time workers section includes information on the makeup of the disposable workforce, part-time workers, temporary workers, and compensation and benefits. All of the sections, except the one on part-time workers, include appendices listing a variety of resources such as research centers, films, publications, and organizations. (CML)

ED 319 976 CE 054 959

A More Productive Workforce. Challenge for Post-Secondary Education and Its Partners. Highlights of a Conference (Little Rock, Arkansas, May 1989).

American Council on Education, Washington, D.C.; College Board, New York, NY.; Council for Adult and Experiential Learning, Columbia, MD.; National Governors' Association, Washington, D.C.

PUB DATE- May 89

NOTE- 28p.

AVAILABLE FROM- American Council on Education, One Dupont Circle, N.W., Suite 18-20, Washington, DC 20036 ($5.00; 10 or more: $3.50 each).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Demography; *Economic Development; Educational Finance; *Educational Needs; *Education Work Relationship; *Futures (of Society); Job Training; *Labor Force Development; Lifelong Learning; Postsecondary Education; *Productivity; School Business Relationship

According to participants at a conference on a more productive work force, the United States faces many challenges in the workplace. The workplace is changing rapidly, responding to technological advances, and facing increased global competition. Change is the norm, and the United States' competitive advantage increasingly will depend on the creation of value-added products and services. A value-added economy, in turn, demands higher-order skills of its workers. However, the work force is shrinking and aging, and most new workers will soon be minorities or females. In addition, there is little coordination between business and postsecondary institutions and many overlapping or gapping training programs are provided. Some of the solutions are to: (1) view learning as an uninterrupted process; (2) focus on individuals, not institutions; (3) build demand-driven systems and raise standards; and (4) increase public and private investments in postsecondary education. The future depends on how these solutions are implemented. It will take years, but the success of the country will be measured by the outcomes of these initiatives. (The conference agenda and a list of participants is included in this report.) (KC)

ED 319 989 CE 055 022

*Adamson, Jan; And Others*
Making Financial Decisions. Financial Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-24-8
PUB DATE- 90
NOTE- 66p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; Financial Policy; Foreign Countries; *Hospitality Occupations; *Hotels; Income; *Investment; Management Development; *Marketing; *Money Management; Supervisory Training; Taxes; Tourism
IDENTIFIERS- *Catering; *Great Britain; Pricing

One of a series of three self-instructional units, these materials are aimed at helping British hotel and catering managers improve profits and/or reduce costs in their areas of responsibility. Following a paragraph on how to use the unit and an introduction, section 1 covers control levels as the framework for making decisions. The section includes these trainee objectives and pencil and paper activities to help trainees meet them: (1) identify the appropriate control level for a given management position; and (2) outline the involvement that a department or unit manager in a hotel or catering business should have in pricing, investment, and budget preparation. Section 2 covers pricing decisions and includes pencil and paper activities to help trainees meet these objectives: (1) identify the minimum price necessary to cover marginal costs; (2) understand the psychological aspects of pricing that influence sales volume; (3) identify opportunities for using differential pricing in hotel and catering businesses; (4) understand how to review prices, based on past data and competitive information; and (5) understand how to use backward pricing techniques for new businesses. Section 3 covers investment decisions and includes pencil and paper activities to help trainees meet these objectives: (1) understand the difference between revenue earning and defensive investments; (2) estimate the cash flow from investments, taking taxation into account; and (3) use discounted cash flow techniques to evaluate investment decisions. (CML)

ED 320 017 CE 055 111

*Feldman, Deborah*
The JTPA Evaluation Challenge. JTPA Evaluation Design Project.
**Washington State Dept. of Employment Security, Olympia.**
PUB DATE- Jan 90
NOTE- 63p.; For the JTPA evaluation guides, see ED 278 837-845.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Programs; Compliance (Legal); *Employment Programs; *Evaluation Methods; Federal Legislation; Federal Programs; Guidelines; *Job Training; Postsecondary Education; *Program Evaluation; Research Methodology; *State Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This report synthesizes information from many sources about state and local Job Training Partnership Act (JTPA) evaluation activities and issues. The report's five sections are interrelated, but each can stand alone as a discussion piece on JTPA evaluation. The first section, on the role of evaluation in JTPA, outlines the rationale for doing evaluation, distinguishes evaluation from monitoring, and discusses the range of evaluation options open to JTPA decision makers. The next two sections deal with the organizational context that must support JTPA evaluation activities--section 2 describes the national JTPA framework within which state and local organizations have struggled to develop independent evaluation capabilities, and section 3 examines the specific organization factors that appear most to have influenced how states and service delivery areas have responded to the JTPA evaluation challenge. The fourth section provides information about JTPA evaluation issues that have emerged at the state and local level. The final section highlights conclusions about the status of JTPA evaluation at the state and local level and offers recommendations to policymakers for improving the efforts. Concluding the report are 27 references; a note on the JTPA evaluation design project and the eight-volume set of evaluation guides produced by the project; sources of information for the report; and a directory of state and service delivery area evaluation activities. (KC)

ED 320 032 CE 055 221

*Rauh, Bob; Kaltwasser, Stan*
Programmable Logic Controllers. Teacher Edition.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 90
NOTE- 483p.; For related documents, see CE 055 219-220.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN602601: $28.50).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Competency Based Education; *Computer Assisted Manufacturing; Educational Objectives; *Electronic Control; Machine Tools; *Numerical Control; *Occupational Information; Postsecondary Education; *Programing; Secondary Education; Vocational Education

These materials were developed for a seven-unit secondary or postsecondary education course on programmable logic controllers (PLCs) that treats most of the skills needed to work effectively with PLCs as programming skills. The seven units of the course cover the following topics: fundamentals of programmable logic controllers; contracts, timers, and counters; sequencers and registers; editing and programming functions; installation and troubleshooting; types of PLCs and programming; and industrial program applications. The first section of the manual is designed to show teachers how to use the materials and includes an explanation of instructional elements; an instructional task analysis for each unit; a list of tools, equipment, and materials; and a list of 14 references. Each instructional unit includes some or all of these basic components: performance objectives; suggested activities; information sheets; transparency masters; assignment sheets; job sheets; tests; and test answers. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 320 091 CG 022 596

*West, Nancy L.*
A Descriptive and Comparative Study of Qualifications and Salaries of Australian and American Social Workers.
PUB DATE- Aug 89
NOTE- 121p.; Master's research paper, California State University, Long Beach.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Differences; Foreign Countries; Regional Characteristics; *Salaries; *Social Work; *Social Workers
IDENTIFIERS- *Australia; *United States

Professional social work developed and evolved in the United States, although the traditions and notions about poverty were derived from England's experience and the Elizabethan Poor Law of 1601. The first higher education program for social work in the United States was established in 1898. In Australia, the profession of social work took a course parallel to that of the United States. This study examined and compared social work qualifications and salaries of Australian and American social workers to determine if a significant difference exists between social workers in the two countries. The annual membership questionnaire of the National Association of Social Workers (NASW), with minor changes, was used for survey research in Australia. Data from Australian social workers (N=340) were compared to membership data from American social workers (N=26,338). The results showed a statistically significant difference between salaries for Bachelor of Social Work level social workers in Australia and the United States, with Australians earning more. The salary differences between the Master of Social Work and Doctor of Social Work levels, however, were not statistically significant. (ABL)

ED 320 224 EA 021 854

Getting Ready for the National Board for Professional Teaching Standards: What a Governor Can Do. Results in Education Series.

**National Governors' Association, Washington, DC. Center for Policy Research.**

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 88
NOTE- 27p.
AVAILABLE FROM- Publication Sales, National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572 ($3.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; Licensing Examinations (Professions); Pamphlets; *State Licensing Boards; *State Standards; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- *National Board for Professional Teaching Standards

This pamphlet summarizes agenda of the National Board for Professional Teaching Standards for professional board certification and suggests school reform measures to be implemented by chief state executives. Governors are urged to tell the board their opinions, to encourage debate about reforming existing teacher licensing standards, to look for obstacles in state regulations and practices, to challenge teacher educators and back challenges with money, to enlist the help of school boards in the teacher recruitment effort, to make sure the school approval process supports teaching and learning, to urge teachers to acquire National Board certification, to find out whether minority teacher recruitment efforts are working, and to confront the organization problems of schools and encourage others to help. (JAM)

ED 320 253 EA 021 905

*Kirby, Peggy C.; And Others*
The Ethical Reasoning of School Administrators: The Principled Principal.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Codes of Ethics; Elementary Secondary Education; Ethical Instruction; *Ethics; *Moral Development; *Principals; School Administration

Typical ethical dilemmas confronted by educational administrators and their normative levels of ethical reasoning are identified in this two-phase study. The first phase, which involves in-depth interviews with 23 principals, applies the Van Hoose and Paradise (1979) developmental model of ethical reasoning to self-reports of decision making processes in ethically problematic situations. The second phase, based on interviews with 20 practicing administrators, compares the principals' reported levels of ethical reasoning with their perceptions of their peers' levels of ethical reasoning. Findings indicate that each group functions at the societal level of ethical reasoning, and that administrators perceive themselves as operating at a higher ethical level than their peers. A second finding suggests that ethical behavior is influenced by the ethical behavior of superordinates. A third conclusion is that reported behavior is not indicative of high levels of ethical reasoning. Finally, the level of moral growth may be inversely related to the length of time spent in the institution. Although the results have limited generalizability, a recommendation is made for participation in district-sponsored in-service workshops which address ethical issues in educational administration. (9 references) (LMI)

ED 320 210 EA 021 814

The Conference Board and Education: A Long Standing Commitment. Annual Report 1989.
Conference Board, Inc., New York, N.Y.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Business Responsibility; *Corporate Support; Elementary Secondary Education; *Industry; Private Financial Support; Private Sector; *School Business Relationship
IDENTIFIERS- *Conference Board

Since its founding in 1916, the goals of the Conference Board have been to improve the business enterprise system and to enhance the contribution of business to society. To accomplish this, the Conference Board sponsors forums and research to identify areas of concern and to stimulate the exchange of ideas among leading industry executives. The growing leadership role of the business community in primary and secondary school reform is the theme of the 1989 report. Contents include a letter from the board president, viewpoints of various chief executive officers on the role of business in educational reform, financial summary statements, and lists of the 1989 trustees and international counselors. (LMI)

ED 319 909 CE 054 833

An Introduction to Basic Skills Education for At-Risk Youth: A Decision Maker's Guide to Principles and Practices.
Brandeis Univ., Waltham, MA. Center for Human Resources.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Dec 89
NOTE- 89p.
GRANT- 99-7-1879-72-331-02
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Competence; Competency Based Education; Computer Assisted Instruction; *Educational Policy; *Educational Practices; *Educational Strategies; *Education Work Relationship; Employment Programs; Federal Programs; *High Risk Students; *Literacy Education; Mathematics Instruction; Program Implementation; Reading Instruction; Skill Development; Student Motivation; Teaching Methods; Youth Employment
IDENTIFIERS- Job Training Partnership Act 1982; Private Industry Councils

This guide was developed to help Private Industry Council members and Job Training Partnership Act Service Delivery Area directors, planners, and program managers to develop new services by providing an introduction to the elements of effective basic skills programs. The guide is organized in three major parts. Part 1 reviews the research on the characteristics of at-risk youth and the needs of employers in order to highlight issues that must be taken into consideration in planning a basic skill strategy. Part 2 introduces the elements of effective basic skills program design based on a review of the literature and the experiences of successful practitioners. Among the issues discussed in the four sections of Part 2 are the role of competency-based instruction and some of the pros and cons of computer-aided learning; strategies for linking education and work; program elements that provide motivation and reinforcement; and aspects of a supportive learning environment. Part 3 provides a brief discussion of several key policy and performance management issues that must be addressed in order to establish a policy environment that supports and encourages basic skills programming. A seven-page bibliography is included in the guide. (KC)

ED 320 003 CE 055 047

Developing a Marketing Strategy for Adult and Continuing Education.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-194-2
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Admission (School); Adult Education; *Adult Programs; *Continuing Education; Foreign Countries; *Marketing; Public Relations; School Catalogs; *School Community Relationship; *Student Recruitment
IDENTIFIERS- *Great Britain

The project described in this report aimed to develop an effective and affordable educational marketing strategy in one local British continuing education provider, as a case study for adult and continuing education nationally. Methods employed were as follows: a marketing consultant visited education centers; business and community directories were created; a representative sample of existing students was surveyed; and focus groups with manual workers sought the workers' opinions on adult education. Among the findings and conclusions were the following: (1) using a variety of sites for adult education permits developing the individual "personality" of each center to attract different sectors of the community; (2) adults expect greater comfort and more attractive surroundings than do school children; (3) strategic planning is required to ensure maximum impact from promotional materials, relative to the time and resources available to develop them; (4) a system for monitoring the materials' impact should be developed; (5) establishing corporate identity raises the profile of an adult education center; (6) a continuing program of research and efforts to secure cooperation and/or sponsorships from local companies, newspapers, and publications should be carried out to inform product development; (7) existing courses might be "repositioned" so as to appeal more directly to new and existing markets; (8) staff should be made aware of their function and value within the context of public relations; (9) the success rate for re-enrolling existing students is likely to be greater than in attracting new students; (10) flexible scheduling is important; and (11) promotional materials should stress the benefits of enrollment. (CML)

ED 320 047 CG 022 542

*Marcellino, Robert Leonard, Jr.*
Current Clinical Interventions for Smoking Cessation: A Review of Empirical Studies.
PUB DATE- Jun 90
NOTE- 70p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Counseling Techniques; *Intervention; *Outcomes of Treatment; *Smoking
IDENTIFIERS- *Relapse; *Smoking Cessation

This document reviews all empirical studies on clinically-based smoking cessation interventions that were reported in "Psychological Abstracts" between January 1982 and March 1990. Interventions are categorized as either physiological or psychological in orientation and are further grouped according to specific treatment type: acupuncture, anticholinergics, nicotine gum, gradual reduction, restricted environmental stimulation therapy, hypnosis, aversion therapies, contingent reinforcement, and cognitive-behavioral skills training. It is concluded from a review of the results of the studies that abstinence rates one year following treatment generally fall between 20 and 30 percent, although persuasive evidence is presented for the relative superiority of two interventions: nicotine gum in combination with other physiologically-oriented techniques and aversion therapies in combination with other physiologically-oriented techniques. Suggestions for future research are offered. Nine data tables illustrate abstinence rates for various studies and a 10th table compares psychological and physiological interventions across all the studies reviewed. Six pages of references are included. (Author/NB)

ED 320 077 CG 022 581

*Cole, Charles E.*
Reports of High School Freshmen on Their Perceptions of Racial Prejudice during Junior High School.
PUB DATE- Jun 90
NOTE- 192p.; Ed.D. dissertation, National-Louis University, Illinois.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *High School Freshmen; High Schools; Junior High Schools; *Racial Discrimination; *Student Attitudes

Empirical studies have shown that teachers treat students differently in response to differences in manner of speaking and in response to other features of style which may be culturally determined, and that Black children are frequently the subject of this treatment, which is often negative and critical. This study examined these interactions from the standpoint of students. Freshman counselors selected articulate students in the middle achievement range who were open to participation in research. Ten girls and eight boys from three different feeder junior high schools were interviewed concerning discrimination in their junior high schools. Nine subjects were Black, seven were White, one was Hispanic, and one was Asian. Students discussed race relations among students and between students and teachers. Audio tapes and transcripts of the conversations were analyzed for instances of racially discriminatory behavior in teachers. Most students reported instances of racially discriminatory behavior, although in many cases, students did not refer to them as such, and most conceded that racial prejudice was present in their schools. No significant differences were found with respect to race or sex of student or of teacher, family political history, or school attended. (NB)

ED 320 197 EA 021 583

*Liontos, Lynn Balster*
Collaboration between Schools and Social Services. ERIC Digest Series, Number EA 48.
**ERIC Clearinghouse on Educational Management, Eugene, Oreg.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
CONTRACT- R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disadvantaged; Elementary Secondary Education; Government Role; *Institutional Cooperation; *School Responsibility; *Social Problems; *Social Services
IDENTIFIERS- ERIC Digests; *Joining Forces (NASBE)

The growing chasm between society's complex problems and what the systems can do to help is driving reform in all sectors. Just as schools alone cannot compensate for the disadvantage created by troubled homes and communities, welfare and social agencies cannot hold out a hopeful future to clients lacking employment abilities. Comprehensive problems call for comprehensive services to the whole person and community. Family crises and poverty conditions must be alleviated if children are to concentrate in the classroom; children must succeed in the classroom if they are to support themselves and avoid long-term dependency as adults. Demographics and financial reasons also support collaboration. "Joining Forces," a National Association of State Boards of Education report, has launched a national effort to help education and social services work together to aid children and families at risk. Areas for collaboration include health care, income support, family social services, tutorial and remedial help, before- and after-school care, improved parental literacy and involvement, linkage between employment and education, and attendance policies seeking to retain rather than exclude. Advice is provided for understanding the problem and building interagency collaboration. Examples of collaborative efforts in New Hampshire, Washington, D.C., Texas, and Michigan are summarized. Tips are provided for ensuring collaborative success that transcends special project status and attempts fundamental organizational change. (Nine references) (MLH)

ED 319 881 CE 053 295

*Garner, Barbara*
WorkWise. A Career Awareness Course for Teen Parents. Teacher's Manual and Student Workbook.

Cambridge Community Services, MA.
PUB DATE- 89
NOTE- 584p.
AVAILABLE FROM- Cambridge Community Services, 99 Bishop Richard Allen Drive, Cambridge, MA 02139 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Career Awareness; *Career Exploration; *Career Planning; *Early Parenthood; Employed Parents; Employment Potential; High Schools; Job Search Methods; *Mothers; One Parent Family; Parenthood Education; Vocational Education

Intended for use with teen mothers, this yearlong career exploration curriculum is considered adaptable for use with any group of high school youth. The teacher's manual explains how to teach instructional units called Introduction, My Working Future, Sex Role Stereotyping, Careers, Who Am I?, Presenting Myself, Career Planning, Managing as a Working Parent, Taking Care of Myself and My Child, Finding a Job, Succeeding on the Job, and Wrap Up. Objectives, a yearly planner checklist, and pretest/posttest are provided. The materials for the units include time estimates, a rationale, objectives, information that can be used to teach the lesson, journal assignments, work sheets, homework assignments, recommendations for outside speakers, alternative ways for reaching objectives, ideas for handling sensitive issues, suggestions for additional resources, and links to previous lessons to which the teacher can make reference. The techniques used in the course are explained. An 18-page bibliography concludes the teacher's manual. Units in the student workbook contain exercises involving brainstorming, listing, discussion, problem solving, role playing, keeping journals, completing work sheets, and completing student monthly goal sheets. (CML)

ED 320 107 CS 010 080

*Angeletti, Sara*
Using Literature To Develop Critical Thinking.
PUB DATE- May 90
NOTE- 23p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; Critical Reading; *Critical Thinking; Elementary Education; Grade 2; Grade 4; Grade 5; *Questioning Techniques; *Reading Attitudes; *Reading Instruction; *Reading Skills; *Supplementary Reading Materials; Thinking Skills; Whole Language Approach
IDENTIFIERS- *Student Selected Materials

A study tested a questioning technique for teaching critical thinking strategies in a class with student-selected reading materials. Teacher modeling, class discussion, writing, and reading were connected in the process. The pre-test and posttest included student-generated questions and character sketches. Quality of the pre- and posttest questions and the character sketches were analyzed for 50 fourth- and fifth-grade students. Results indicated that gains were made in skill areas and in attitude toward reading. The process has been successful with high, average, and low ability readers in second, fourth, and fifth grades. (MG)

ED 320 137 CS 010 137

*Warncke, Edna; Powell, Janet*

Reading Habits of Inservice and Preservice Educators.

PUB DATE- Jul 90

NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (Philadelphia, PA, November 3-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Content Area Reading; Inservice Teacher Education; Preservice Teacher Education; *Reading Attitudes; *Reading Habits; Reading Interests; Reading Materials; Reading Research; Recreational Reading; Surveys; *Teacher Attitudes; Teacher Education; Teacher Educators

A study gathered information concerning the reading habits and attitudes of three groups of educators: 249 preservice teachers, 89 inservice teachers, and 65 teacher educators. A self-reported survey questionnaire was used to gather the data. When asked whether they enjoy reading, 89% of the preservice, 100% of the inservice, and 92% of the teacher educators responded positively. Results indicated that inservice and teacher educators spend more hours per week reading for pleasure than preservice teachers. Fiction was the overwhelming favorite across all groups, and children's books rated sixth overall and were read more by preservice teachers than by inservice or teacher educators. Adult non-fiction and magazines were the favorites in the non-fiction category. Textbooks and job-related materials were low priority reading across all groups, but especially for the preservice teachers. Inservice teachers reported reading journals more than teacher educators and preservice teachers. Inservice teachers were slightly more inclined to consider themselves to be avid readers than the other two groups. Results indicated that the reading habits of these educators seem to reflect a value of reading. The inservice teachers may need to be encouraged to read more professional journals, and the overall reporting of reading children's books was low across all groups. (Eight tables of data and the survey used are included.) (MG)

ED 319 896 CE 054 781

*Cotrell, Calvin; And Others*
Accountability System for Vocational Education Professional Personnel Development in Pennsylvania: A Collaborative Effort.
PUB DATE- 4 Dec 88
NOTE- 29p.; Panel discussion at the American Vocational Association Convention (St. Louis, MO, December 4, 1988). Pages 6-7 and 19 contain faint type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Cooperative Programs; Higher Education; *Inservice Education; *Organizational Development; *Professional Development; Program Evaluation; Secondary Education; *Staff Development; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Pennsylvania

This document is a transcript of a panel discussion on the development and early stages of implementation of an accountability system for vocational education professional personnel development in Pennsylvania. Representatives of the Bureau of Vocational and Adult Education, Pennsylvania Department of Education, and three of the four participating universities described the project with the following objectives: (1) to develop measurable process and product objectives for each fundable personnel development center activity; (2) to design a recordkeeping system with a procedure compatible for computer application to provide cost and other pertinent data; (3) to design an instrument for collecting information from staff regarding time, travel, and other data pertinent to each center activity; and (4) to design a procedure for formative and summative evaluation of a center activity that uses both internal and external personnel. Attachments to the transcript include a project abstract, 13 currently identified fundable center objectives, a sample performance record instrument, a sample cost and service record instrument, a schedule of yearly events for the accountability system, and a roster of the project task force members. (CML)

ED 319 938 CE 054 889

*Bhola, H. S.*
World Trends and Issues in Adult Literacy: Update, 1990.
PUB DATE- May 90
NOTE- 31p.; Paper presented at the Annual Convention of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; *Educational Attitudes; *Educational Policy; Educational Practices; *Educational Trends; Foreign Countries; *Literacy Education; Policy Formation

Some of the trends and issues in worldwide adult literacy include the existence of the following: (1) an increasing percentage of literate people, perhaps resulting from more children's education rather than literacy initiatives for adults; (2) fuzzy definitions of literacy and inaccurate self-reported data; (3) a change in ideology, moving from viewing adult literacy as charity, to radicalism, to pragmatism; (4) the need to ensure that literacy for liberation is pro-people but not necessarily antistate; (5) a move toward education for all, spurred by UNESCO; (6) the need to learn to nest adult literacy policies within educational policies and to nest educational policies within development policies; (7) the professionalization of the field of adult literacy; (8) a need to resolve the tension between theory and practice, between Northern and Southern hemispheres; (9) the need for social mobilization for adult literacy; (10) innovation in institution-building and organization of literacy work and borrowing and adapting across cultures; (11) the need to make adult literacy a part of the institutional mission of all extension agencies; (12) a tendency to focus more on the content of literacy materials; (13) the need to merge local and national concerns in the content of the literacy curriculum; (14) the reeducation of adult literacy professionals; and (15) the emergence of evaluation in the world of adult literacy. (18 references) (KC)

ED 319 964 CE 054 928

*Fountaine, Charles A.; And Others*
Analysis of the Education Program Approval Process: A Program Evaluation.
**Veterans Administration, Washington, D.C.**
PUB DATE- May 88
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Adults; *Educational Administration; Educational Finance; Education Work Relationship; Federal Programs; Fringe Benefits; Higher Education; *Program Evaluation; *Student Financial Aid; *Veterans; *Veterans Education

A study of the education program approval process involving the Veterans Administration (VA) and the State Approving Agencies (SAAs) had the following objectives: to describe the present education program approval process; to determine time and costs associated with the education program approval process; to describe the approval process at another federal agency; and to develop models of exemplary activities for the process of education program approval. Data were gathered from Department of Veterans Benefits (DVB) management and statistical recurring reports; personal interviews with VA central office and regional office personnel, staff members of SAAs, the U.S. Department of Labor, and the U.S. Department of Education; and survey questionnaires. Among the findings of the study were the following: veteran students primarily attend institutes of higher learning; placement of SAAs in state organizations varies; funding of the SAA function is not timely; there is regional variation in education program approval workload and productivity; capability to share data electronically is not used; the optimal staff size of a SAA office is four professionals; the Department of Labor approves and registers apprenticeship programs nationwide; and the Department of Education recognizes accrediting agencies that judge the quality of an educational institution or program. (The document includes 32 data tables, 7 exhibits, 5 appendices, and an 18-item bibliography.) (CML)

ED 319 977 CE 054 961

*Carnevale, Anthony P.; And Others*
Training in America: The Organization and Strategic Role of Training. ASTD Best Practices Series: Training for a Changing Work Force. First Edition.
**American Society for Training and Development, Alexandria, VA.**
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-1-55542-203-9
PUB DATE- 90
NOTE- 274p.; Part of the Jossey-Bass Management Series. For related documents, see ED 299 462 and CE 054 962-964.
GRANT- 99-6-0705-75-079-02
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($26.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Adult Education; Change Agents; Cooperative Programs; *Corporate Education; *Employer Employee Relationship; Employment Patterns; Human Capital; *Job Training; *Labor Force Development; Linking Agents; School Business Relationship; Staff Development; *Trainers
IDENTIFIERS- *Partnerships in Education; Strategic Planning

This document, one of the results of a 3-year study, provides an overview of training in the United States in terms of who gets trained and how the training itself is organized, structured, and delivered. The findings were developed through a literature review, the work of advisory panels, feedback from 400 experts and practitioners, interviews with employers and employees, and site visits. Part One considers who provides training, how the employer-based training system works, and who receives training. Part Two addresses how employers form linkages with training providers, how those partnerships function, and how employers select and use providers for various types of training. Part Three describes organizational strategies and training roles, lists questions training advocates within organizations should ask, and gives practical approaches for connecting training to strategic decision making. Part Four offers policy recommendations for improving training. Among the recommendations are that: (1) employers should integrate human resource development into institutional climate and structure, use the applied approach to learning, decentralize the learning systems, and foster learning linkages; (2) educators should invest in the occupational preparation of secondary students who do not go on to postsecondary education; and (3) government should provide human capital development to the disadvantaged, craft programs for the dislocated, investment incentive for training to employers, and improved access to training for employed people. The document concludes with 94 references. (CML)

ED 320 018 CE 055 114

Project 21st Century. Preparing Young Women for the Future.
American Association of Univ. Women, Sugarloaf, PA. Pennsylvania Div.
PUB DATE- 89
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Career Choice; *Career Education; Career Exploration; Education Work Relationship; Elementary Secondary Education; *Females; Income; Learning Activities; Parent Education; Postsecondary Education; Program Implementation; Sex Discrimination; *Sex Fairness; *Sex Stereotypes; Womens Education; Workshops
IDENTIFIERS- Job Shadowing

This guide consists of four options for developing awareness of choices leading to career opportunities for women in the 21st century. The programs, workshops, and events within the project target youth at three ages and adults who effect change in the lives of these youths. Option 1 is a presentation focusing attention on the identification and elimination of sex role stereotyping. It targets both parents and early childhood teachers in raising awareness of subtle stereotyping. The program deals with the link between sex role stereotyping and career choice and provides an analysis of sex role stereotyping in literature, toys, and television. Option 2 focuses its program on elementary-level children and their teachers. It introduces these students to various occupations in nonsexist ways and includes "CareerWorks," an illustrated booklet on careers according to the preferences of the child. Option 3, for eighth- and ninth-grade students, emphasizes the need to make appropriate course selections when entering high school in order to maximize future educational and career options. Option 4 is a career shadowing project in which high school girls experience a day with a practitioner of their chosen occupation. Each option packet contains goals, outcomes, workshop agendas, resource list, handouts, suggested activities, and guidelines for carrying them out. (KC)

ED 320 062 CG 022 557

*Moberg, David O.*
Religion and Personal Adjustment in Old Age: A Replication and Explication.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Attitude Measures; Beliefs; *Emotional Adjustment; Group Activities; *Older Adults; Participation; Religion; *Religious Organizations
IDENTIFIERS- *Chicago Attitudes Inventory

Numerous studies that used the Chicago Attitudes Inventory in the late 1940s and early 1950s found that various indicators of religion were related to good personal adjustment in old age. This article reports findings of a 1988 study that replicated Moberg's 1951 in-depth research on the subject. Based on this earlier research, interview schedules were developed to measure religious activities, religious faith, and personal adjustment among 100 mobile persons who resided in congregate living and public housing facilities in the Milwaukee, Wisconsin metropolitan area. Multiple regression analysis disclosed that religious activities were strongly related to personal adjustment, but religious beliefs were less so than before, perhaps because such a high proportion of the research subjects had high levels of religiosity. Comparisons with other recent research and suggestions for further investigation are presented. An extensive list of references is included, and data from the study are tabulated. (Author/TE)

ED 320 092 CG 022 597

*Cochran, Samuel W.; And Others*
Interviewing the Nonagenarian.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Convention of the

Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990). For a related document, see CG 022 598.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Individual Differences; *Interviews; *Old Old Adults; Oral History; *Personal Narratives; Research Methodology

This study sought to provide an opportunity for individuals who have passed their 90th birthday to look back over their life and assess the meaning of it all. Subjects (N=4) were located in the community. Five interviews were conducted with each subject at weekly intervals; each interview lasted about an hour and was recorded on audiotape. Interviews focused on family and childhood; adolescence, association with the opposite sex, starting a career, and marriage; the productive years from age 30 to 70; the present age; and present age and beliefs about death and the role that love had played in the subjects' lives. The results indicated that: (1) all subjects were middle-to-upper middle-class and had been married; (2) all expressed amazement anyone would want to interview them; (3) interviewing techniques had to be modified to accommodate sensory impairment of the subjects; (4) subjects were not able to grasp the concept of daydreams; (5) subjects felt insecure in the interview procedure; (6) an attachment developed between interviewer and subject; and (7) questions were answered frankly as if subjects were relieved to find someone interested in what they had to say. (ABL)

ED 320 122 CS 010 117

*Valencia, Sheila; And Others*
Four Measures of Topical Knowledge: A Study of Construct Validity.

Technical Report No. 501.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana, Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 47p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; Correlation; Educational Research; Elementary Education; Grade 3; Grade 4; Grade 9; Interviews; Junior High Schools; *Knowledge Level; *Testing
IDENTIFIERS- *Knowledge

A study was conducted to establish the construct validity of measures designed to assess topical knowledge. Thirty-one ninth-grade students and 44 third/fourth-grade students were interviewed to ascertain their knowledge about 4 topics; 2 weeks later they responded to 3 tests of topical knowledge. Results were analyzed quantitatively and qualitatively. Correlations between the interview scores and the paper-and-pencil measures did not reveal a strong and clear relationship between the students' performance on the interviews and their performance on the tests of topical knowledge. Conditional probability analysis revealed that the interview and the paper-and-pencil tests provided different information regarding an individual's knowledge of a topic. These differences seem to be related to the difference between a recall and a recognition task. Results indicated that the interview approach captured individual differences more clearly and more dramatically than the paper-and-pencil tests of topical knowledge. (Fourteen tables of data and four figures are included. Forty-eight references are attached.) (MG)

ED 320 153 CS 212 375

*Schwartz, Alix*
Professional Writers Don't Write Like That, So Why Should You?
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authors; Classroom Communication; Editing; Higher Education; *Peer Evaluation; *Revision (Written Composition); *Writing Instruction
IDENTIFIERS- *Author Text Relationship; *Revision Processes; Writing Models

A teacher describes what happens when professional writers are invited into his college composition classroom to talk about and show the processes they employ in revising their work, and reports that students benefit not only by hearing about but also by actually seeing successive drafts. In the class, the students begin the semester by analyzing revisions of their own writing, using a chart similar to one devised by Nancy Sommers for her study, "Revision in the Composing Process." Late in the semester, students again examine revisions with the chart and write an analysis of the ways in which they have progressed during the semester. Teachers can find many authors who are willing to speak to classes; many come through towns on book tours and many are employed by universities. Some writers will donate manuscripts to schools; some will respond with personal letters when students write to them. While teachers often tell students about the value of revision and provide many models of successful products, bringing writers into the classroom also provides models of the actual process. (A sample syllabus and a revision chart are attached.) (SG)

*Harste, Jerome C.; And Others*
Creating Classrooms for Authors: The Reading-Writing Connection.
REPORT NO.- ISBN-0-435-08465-8
PUB DATE- 88
NOTE- 403p.
AVAILABLE FROM- Heinemann Educational Books, 361 Hanover St., Portsmouth, NH 03801 ($22.50).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Classroom Environment; Elementary Education; Instructional Innovation; Literature Appreciation; Reader Response; *Reading Instruction; *Reading Writing Relationship; Teaching Methods; *Theory Practice Relationship; Whole Language Approach; *Writing Instruction; Writing Processes
IDENTIFIERS- Author Text Relationship; *Childrens Writing; Writing Conferences; Writing Development

Intended for practitioners, this book presents a curricular framework for classroom reading and writing experiences that help students understand how reading and writing relate to reasoning and learning. The two sections of the book are organized around three major components of curriculum and how each component was realized in three Indiana classroom settings--inner city, suburban, and small town/city. The first section summarizes current knowledge about reading, writing, and reasoning as it relates to curriculum learning. Although the major curriculum components overlap, they involve: (1) how to begin an authoring cycle; (2) creating a conducive context for exploring literacy in the classroom; and (3) using this frame for communicating and extending curriculum. Full lesson plans for the 32 strategies discussed are included in Section Two. Three feature articles in the book offer readers the opportunity to hear directly from the teachers involved in classrooms using the authoring cycle as a curricular frame. The intent of these feature articles is to present key insights as well as various portrayals of how to begin. (MG)

ED 320 183 CS 507 195

*Herbeck, Dale A.*
Justifying Suppression: The Sedition Act of 1798 as Evidence of Framers' Intent.
PUB DATE- 20 Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Court Judges; Court Litigation; *Federal Legislation; *Freedom of Speech; *Political Issues; United States History
IDENTIFIERS- Congress; Federalists; *First Amendment; Founding Fathers of the United States; *Sedition; Supreme Court

The Bill of Rights contains a set of simple statements about the rights which citizens may claim in disputes with the government. Those who suggest that the First Amendment has always represented a strong commitment to free speech ignore the historical lesson offered by the Sedition Act of 1798. The early American republic maintained careful neutrality between warring France and Britain. Federalists, suspicious of the Republicans' friendship with the French, won congressional passage of the Sedition Act. The statute criminalized criticism of the American government. At that time, the government was in the hands of the pro-British Federalists, while much of the criticism leveled at that party came from certain Republican newspapers and legislators. Federalists defended the Act as necessary to the defense of the United States. The law was expressly designed to suppress any and all political opposition to Federalist leadership and policies. Republican-dominated Southern legislatures bitterly attacked the constitutionality and desirability of the Sedition Act, not for the limits it placed on speech, but for the fact that it increased federal power over the states. The story of the Sedition Act casts serious doubt on the notion that the founding fathers intended the First Amendment to be a libertarian statement designed to protect every speaker and every utterance. The Constitution represents principles which must be applied to the present, irrespective of how they have been interpreted in the past. (Seventy-two footnotes are included.) (SG)

ED 320 211 EA 021 815

*Reisner, Elizabeth R.; And Others*
Evaluation of the New Rulemaking Requirements Implemented in the Development of the 1989 Chapter 1 Regulations.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 89
NOTE- 72p.
CONTRACT- 300-86-0094
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Participation; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Regulation; *Hearings; Parent Participation; Program Implementation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

Recent amendments to Chapter 1 of the Elementary and Secondary Education Act required the U.S. Department of Education (ED) to involve the public in the development of proposed Chapter 1 regulations. The law required ED to conduct a series of regional meetings and to implement "a modified negotiated rulemaking process as a demonstration." This study evaluated ED's implementation of the requirements for regional meetings and negotiated rulemaking. During late May and early June 1988, ED held five public meetings at locations around the country that drew over 700 participants. Identified by ED as particularly important in the development of proposed regulations were the following issues: targeting, parental involvement, schoolwide projects, program improvement, state administration, and national evaluation standards. ED held a 2-day session in July 1988 to negotiate the provisions of the proposed regulations corresponding to the six issues discussed in the regional meetings. The 19 negotiators, who were selected by ED and approved by their respective national associations, representated the same groups as those invited to the regional meetings. The study team reviewed relevant documents and interviewed 47 people. The study assessed the effectiveness of the new rulemaking requirements and concluded, in summary, that the regional meetings resulted in improved public understanding of the new Chapter 1 provisions; however, the lack of consensus on key regulatory issues meant that the new procedures exerted only limited substantive influence on the development of Chapter 1 regulations. (MLF)

ED 320 239 EA 021 877

*Radich, Paula A.*
Performance Styles and the High School Assistant Principal: A Field Study.
PUB DATE- Mar 90
NOTE- 37p.; Paper presented at the Annual Meeting of the Washington Educational Research Association (Tacoma, WA, March 15-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Assistant Principals; Case Studies; Elementary Secondary Education; High Schools; Leadership Responsibility; *Leadership Styles; Role Theory

This study of the effects of an assistant principal's role limitations on problem-solving strategies focuses on three research areas: the sources of problematic situations; problem-solving strategies used and the reasons for their selection; and the consequences of those actions on the school. Participant observation and interviews constitute the primary methodologies in this study of one female high school assistant principal. Building on the theories of Bensman and Lilienfield, of Hanson, and of Goffman, a model is constructed of the problem-solving process. The stages include: (1) recognition of the problem situation and identification of its sources; (2) definition of the situation within the individual locus of control; (3) choice of a performance style congruent with role authority; and (4) consequences for the school. The goal of all performance styles is to maintain school stability. Findings indicate that performance styles are determined by individual role authority. Most administrators choose performance styles consistent with predictable roles, which are the most effective in maintaining school stability. (25 references) (LMI)

ED 320 254 EA 021 907

Needs Assessment Guide, Second Edition.
Tennessee State Dept. of Education, Nashville.

PUB DATE- Feb 90
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Collection; *Educational Objectives; Elementary Secondary Education; *Goal Orientation; *Needs Assessment; *Planning; State Departments of Education; *Student Needs
IDENTIFIERS- *Tennessee

Chapter 740 of the Public Acts of 1988 mandated that student needs assessments are to be conducted annually. Needs assessment may be defined as a process for idenitfying the gaps between educational goals (outcomes) established for students and students' actual performance. Whether goals and objectives are explicit or implicit, they play a critical role in the needs assessment process. Data used to identify need gaps can be generated by grades, test scores, student records, surveys, demographic studies, financial records, and dropout information. When data have been collected, synthesized, and portrayed, discrepancies between actual and desired performance can be determined. The information base needs to be broad, reliable, revealing, and pertinent. Needs assessments focus on priorities derived from student needs, not on "wish list" activities employed to address priorities. The needs assessment process described in this guide involves the following steps: (1) preparing for the needs assessment by developing a comprehensive plan; (2) collecting the data from as many sources as feasible; (3) summarizing and analyzing the data so that high priority student needs are readily identified; and (4) preparing a report that accurately describes the needs assessment process. Five appendices contain information on survey development, data sources, data analysis, report components, and a progress chart. Also included is an annotated bibliography of 22 references. (MLH)

ED 320 269 EA 021 929

*Tushnet, Naida C.*
The Knowledge Base for State Policy: Status, Needs, and Trends.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Abstracting; Classification; *Database Producers; Elementary Secondary Education; *Information Dissemination; Information Processing; *Policy Formation; Position Papers
IDENTIFIERS- *Regional Educational Laboratories

A task of regional educational laboratories is to provide information to state and local education policy makers. The new focus on policy reflects a change in the labs' knowledge base and audience. The subsequent move into the political arena has created risks for the labs, which have responded to the new task in different ways. The nature of the knowledge base used by labs as they interact with policymakers is examined in this paper. Suggestions for improving lab effectiveness in the policy arena are also offered. A content analysis of the lab publications in the ERIC database indicates that the most prevalent types of documents included in the knowledge base are issue tracking systems, "conditions of education"-type documents, policy-relevant original research, studies of existing policies, literature reviews with policy options, and "think pieces." Topics covered, in order of importance, include teachers and teaching policy, at-risk youth, rural education, early childhood education, and school restructuring. Lab publications are generally useful, with the exception of misleading references to audiences as "policymakers." If labs are to be effective disseminators of policy information, they must be willing to take controversial stands, not in the partisan sense, but with the understanding that decisions in a democratic society are political. (15 references) (LMI)

ED 319 951 CE 054 906

Perkins--JTPA Evaluation Analysis of Adequacy, Effectiveness, and Coordination.
Minnesota State Council on Vocational Technical Education, St. Paul.
PUB DATE- Mar 89
NOTE- 130p.; Cover pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Compliance (Legal); Disabilities; Disadvantaged Youth; Educational Improvement; Educational Planning; Educational Policy; Education Work Relationship; Exceptional Persons; *Federal Legislation; Federal State Relationship; *Institutional Cooperation; *Job Training; Policy Formation; Postsecondary Education; Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; Minnesota

A Minnesota study examined how the federal law was implemented and federal funds were distributed under the Carl D. Perkins Vocational Education Act of 1984 and the Job Training Partnership Act of 1982 (JTPA) and reported on the coordination between the two acts in the state for fiscal years 1986 and 1987. Information was gathered from the "State Plan for Vocational Technical Education," government documents, and a survey of all technical institute directors and Service Delivery Area (SDA) and Private Industry Council (PIC) administrators in the state. The study found that the State Board of Vocational Technical Education satisfied all of the provisions of the Perkins Act and met all of its performance goals for expenditures of federal funds. The allocation of funds for the education of handicapped persons was somewhat weak, usually as a result of inadequate funding. The study also found that the Minnesota Department of Jobs and Training and all 17 SDAs in Minnesota met or exceeded the performance standards for the expenditure of JTPA funds. Finally, the study found that there is good coordination in the implementation of the two acts in Minnesota, although each sector believes coordination should be enhanced. As a result of the evaluation, the State Council on Vocational Technical Education recommended that formal joint planning activities be increased to ensure further coordination between the two sectors and that technical institutes appoint representatives of PICs and SDAs to serve on their advisory committees. (Appendices include statistical tables and graphs, questionnaires, definitions of acronyms, and 14 references.) (KC)

ED 320 033 CE 055 222

*Flanagan, Joan*
Introduction to Telecommunications.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 114p.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 801501: $9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Computers; *Computer Software; Occupational Information; Postsecondary Education; Secondary Education; *Telecommunications

These materials for a five-unit course were developed to introduce secondary and postsecondary students to the telecommunications process and its impact on society. Units cover the following topics: orientation to telecommunications; telecommunications hardware; telecommunications software; methods of transmission; and applications. The first section is designed to show teachers how to use the materials and includes an explanation of instructional elements, an instructional task analysis for each unit, and a glossary. Twenty-two references, a list of 15 supplementary materials, including computer software, and a resource list also appear. The instructional elements for the units include objectives, suggested activities, information sheets. transparency masters, assignment sheets, handout sheets, tests, and test answers. Some elements, such as the information sheets, include diagrams and line drawings. (CML)

ED 320 108 CS 010 100

*Lee, Sharon; Van Middendorp, Judy*
Using Literature to Increase Parent Involvement in Schools.
PUB DATE- May 90
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Family (Sociological Unit); Family Involvement; Family Life; Parent Influence; *Parent Participation; Parent Role; *Parent Student Relationship; *Reading Instruction; Teaching Methods; *Thematic Approach

Parents need to be involved in the academic lives and the literacy learning of their children. Literature is a natural way to involve parents in the process. Through a thematic unit on families, students learn about themselves and their families. Students read books with a family theme and work in literature circles on projects, papers, and reading. Parents become involved in the classroom projects by answering questions their children have about family members and family memories. Through literature, students can learn about themselves and their world, expand their hearts and their minds, and stretch their imaginations. Literature can help students see their connection to a family, and can help parents bridge the gaps that threaten to separate them from their children. (Appended is an outline of the thematic unit discussed.) (MG)

ED 320 225 EA 021 860

School Crime in California for the 1988-89 School Year.
California State Dept. of Education, Sacramento.
PUB DATE- Mar 90
NOTE- 56p.; Fourth annual report prepared for the California State Legislature pursuant to Assembly Bill 2483, Chapter 1607 (Statutes of 1984) Penal Code Section 628.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50 plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Crime; Elementary Secondary Education; *School Security; *State Legislation; *Statistical Data; *Violence
IDENTIFIERS- *California

The fourth annual summary of school crime data collected by California school districts, this report also includes a comparison of 1988/89 results with those of the three previous years. All of California's school districts completed reports for the fourth reporting period. Despite an article added to the California Constitution affirming students' right to attend school in a safe, secure, and peaceful environment, crime rates on many campuses remain high, and school crimes continue to disrupt the educational process. Results are reported in terms of the average size school (568 pupils) in order to correct for enrollment changes. School crime has decreased 2 percent over the 4-year history of the School Crime Reporting Program. There has been a dramatic decrease (43 percent) in the incidence of substance abuse. Elementary schools had the lowest overall crime rate, with 10.4 crimes per average school. Middle grade schools had the highest crime rate at 39 incidents per average school, but showed decreases in substance abuse, homicide, robbery, extortion, and sex offenses; however, weapons possession and assault were up. The high school crime rate dropped during the first 3 years of the reporting program, but increased in 1988/89 by 9 percent. Again, the assault/attack/menace and weapons possession categories showed the largest increases. Economic losses to schools from property crimes such as arson, vandalism, burglary, and theft totalled over $24 million in 1988/89, a decrease of 5 percent over the past 4 years. Recommendations are provided concerning weapons possession problems, validation of crime reporting systems, prevention program resources, and crime prevention and reporting standards. Data are displayed in six tables, and appendixes contain four supplementary tables and the 1988/89 School Crime Reporting Form. (MLH)

ED 319 910 CE 054 841

Work and Change. Labor Market Adjustment Policies in a Competitive World.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

REPORT NO.- ISBN-0-87186-083-X
PUB DATE- 87
NOTE- 84p.
AVAILABLE FROM- Committee for Economic Development, Distribution Division, 477 Madison Avenue, New York, NY 10022 ($9.50 paperback; $11.50 hardcover).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Compensation (Remuneration); Competition; Economic Factors; Employment; Employment Opportunities; Fringe Benefits; Incentives; *Job Development; Labor Force Development; Labor Relations; *Labor Utilization; Occupational Mobility; Retraining; Wages

The net effect on employment of structural changes now occurring in the United States will be determined by the actions that government, management, and labor take to create and support the conditions for new opportunity and to encourage people to move from old to new work. Many of the measures that need to be taken to ensure profitability involve changes in the type of work done and the number of people employed. Labor adjustment policies have to be factored into any decision taken by management to improve competitive position. The six crucial elements around which adjustment policies in the private sector should be structured are: (1) communication between management and labor regarding competitive realities, steps needed to improve market position, and rewards employees can expect; (2) employee involvement at the work level in the design and implementation of productivity improvements; (3) flexible total compensation that links wages and benefits to profitability; (4) advance notification to employees, unions, and the community of decisions affecting jobs; (5) reorientation of employee benefits so that employees moving between firms do not lose them; and (6) support programs that allow workers to shift to new opportunities. The critical elements around which public sector adjustment policies should be structured are incentives to reemployment, coordination of public and private resources, commitment to job training programs, promotion of economic development strategies, and educational reform to emphasize the skills and attitudes needed to prepare students for higher-skilled, technology-based jobs. (The document contains 164 references.) (CML)

ED 319 924                                    CE 054 866

*Ghiselin, Bernie*
Forging Consensus: Building a Dialogue among Diverse Leaders. Putting Ideas into Action. Special Report Number 140.
**Center for Creative Leadership, Greensboro, N.C.**
PUB DATE- 90
NOTE- 49p.
AVAILABLE FROM- Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402-1660.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Change Agents; *Community Development; *Community Influence; *Community Leaders; Group Behavior; *Group Dynamics; *Leadership; Personal Narratives
IDENTIFIERS- *North Carolina (Greensboro)

This document describes the struggles of a diverse group of 37 community leaders, called the Greensboro One Task Force, with the issues of race, class, and government in order to develop a bond package that could be supported by the majority of the voters of a North Carolina city. Through quotes from the participants, the document illustrates how consensus was achieved in this 1985 contest. A concluding chapter outlines three things that the two nonvoting group facilitators considered important about their role: (1) setting boundaries and structures; (2) staying neutral themselves; and (3) having complementary styles. (CML)

ED 319 990 CE 055 023

*Adamson, Jan; And Others*
Interpreting Financial Results. Financial Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-23-X
PUB DATE- 90
NOTE- 55p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Budgets; Business Administration Education; *Cost Effectiveness; Financial Policy; Foreign Countries; *Hospitality Occupations; *Hotels; Income; Management Development; *Management Information Systems; *Money Management; Prediction; Reports; Supervisory Training; Tourism
IDENTIFIERS- *Catering; *Great Britain

One of a series of three self-instructional units, these materials are aimed at helping British hotel and catering managers improve profits and/or reduce costs in their areas of responsibility. Following an introduction and a paragraph on how to use the unit, section 1 covers how to use management information. The section includes these trainee objectives and pencil and paper activities to help trainees meet them: (1) specify, for a given management position, what financial reports should be produced and how frequently; and (2) describe how point-of-sales equipment and computer-based information systems can assist in the production of management information and specify the general requirements for such systems. Section 2 tells how to interpret financial reports and includes pencil and paper activities to help trainees meet these objectives: (1) identify how different receipts and expenditures affect profit measurement; and (2) interpret financial reports by analyzing variances and trends. Section 3 teaches how to use budgets for planning and control and includes pencil and paper activities to help trainees meet these objectives: (1) understand how revenue budgets should be prepared; (2) prepare a simple profit forecast for an operating department, using given historical data and specified assumptions; (3) prepare a simple revenue budget for an operating department, using a given profit forecast and given quantified actions for profit improvement; and (4) understand how revenue budgets are used to control business performance. (CML)

ED 320 004 CE 055 048

*Fireside, Bryna J.*
Choices. A Student Survival Guide for the 1990s.
REPORT NO.- ISBN-0-912048-66-2
PUB DATE- 89
NOTE- 119p.
AVAILABLE FROM- Garrett Park Press, P.O. Box 190, Garrett Park, MD 20896 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Development; Career Guidance; *College Choice; *Decision Making; Entry Workers; Grade 12; High Schools; Internship Programs; Minority Groups; Money Management; *Noncollege Bound Students; Parent Child Relationship; *Self Evaluation (Individuals)

This guide is intended for high school seniors who are making decisions about what to do after school. It includes eight chapters, two appendices, and a final note for parents. Chapter 1 deals with self-understanding and includes a self-assessment exercise. Chapter 2 discusses the pros and cons of taking time out between high school and college. Chapter 3 deals with working at an entry-level job after high school before going on to college. Chapter 4 discusses money management for job holders. Chapter 5 discusses the internship alternative to an entry-level job. The option of military service is discussed in Chapter 6. Chapter 7 discusses the possibility of early college admission for students who have completed high school requirements or who are not being intellectually stimulated by their high school classes. Finally, chapter 8 offers advice and information about choosing a college. A brief listing of colleges that have nonstandard requirements or

address specific minority concerns and a list of 20 resources on colleges and universities are contained in the appendixes. Other references are cited in the various chapters in the margins of the pages. The note to parents encourages listening and good communication skills between parents and students. (CML)

ED 320 048 CG 022 543

*Vontress, Clemmont E.; Jackson, Morris L.*
Guidelines for a Cross-Cultural Counseling Course.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Counselor Client Relationship; *Counselor Educators; *Counselor Training; *Cultural Awareness; Cultural Influences; *Curriculum Development; Higher Education
IDENTIFIERS- *Cross Cultural Counseling

This document presents guidelines for planning and teaching a cross-cultural counseling course. Problems encountered in defining the culturally different are discussed. Ten minimum course objectives are presented and three ways that a professor may focus on the impact of culture on the counseling process and address the counseling relationship, diagnosis, intervention techniques, and follow-up are described. Twenty social science and counseling constructs are recommended as course content. These include alienation, cosmology, cultural anxiety, cultural cross-over, culture, group-centeredness versus individualism, historical hostility, modern versus traditional societies, oppressor versus oppressed, social class, autoplastic-alloplastic dilemma, countertransference, cultural encapsulation, cultural intuition, emic-etic distinction, empathy versus sympathy, transference, relative deviancy, introspection, and the therapeutic environment. Methods and procedures to promote the achievement of the objectives are advanced. The report concludes that in the near future all counselors will be expected to be able to serve a multi-cultural and multi-racial clientele. (NB)

ED 320 078 CG 022 582

*Ray, Kelle Chandler; And Others*
Family Environments of Childhood Sexual Abuse Victims: Dimensions of Family Functioning.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; College Students; Factor Analysis; *Family Characteristics; Females; Higher Education; *Sexual Abuse; Victims of Crime
IDENTIFIERS- *Family Environment Scale

This study was conducted to test the hypothesis that families of victims of child sexual abuse would evidence the cohesion versus conflict factor on the Family Environment Scale (FES), but would also display a second expressiveness versus control factor that would not be found in nonvictim families. Female college students (N=92) who had been sexually abused as children and a group of matched nonvictims (N=99) completed a battery of self-report instruments which included the FES and the Past Experiences Questionnaire. A factor analysis of the 10 FES subscales revealed four factors for nonvictims and three for victims. Expressiveness-control was not a separate factor for victims but rather combined with cohesion, conflict, independence, intellectual-cultural orientation, and active-recreational orientation to form one major factor accounting for 33% of the variance in the sample. For nonvictims, cohesion, conflict, independence, and expressiveness comprised the primary factor which accounted for 23% of the variance. The findings illustrate the extent to which family characteristics are interrelated in families of sexual abuse victims. In addition, moral-religious emphasis formed an independent factor for victims, unrelated to other family characteristics such as control and expressiveness. (NB)

ED 320 198 EA 021 733

The State's Role in Regulating Education: 1990 Report and Recommendations.
Illinois State Board of Education, Springfield.
PUB DATE- Jan 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; Educational Assessment; Elementary Secondary Education; *School District Autonomy; School Organization; *School Restructuring; *State Boards of Education; State School District Relationship
IDENTIFIERS- *Illinois; *Illinois State Board of Education

Recent educational reform initiatives have caused the state to examine its role in regulation of schools, and the current regulatory processes have been found to be in need of revision. The current system, in which the state grants "recognition" to schools that meet its standards based on whether they meet a rigidly defined set of criteria, is capable of addressing only the most general of differences between schools and their districts: Full Recognition, Probationary Recognition, and Nonrecognition. Since dissolving a school district through Nonrecognition is virtually never a viable option, the state has no level of sanction that allows for intervention in situations that call for it. Other problems with this system include its inflexibility in terms of differences that may exist between school districts, its failure to address the quality of student learning, and its lack of a mandated public disclosure of the results of the evaluation process.

Recommended changes in current regulatory practices include: (1) the inclusion of student performance in criteria for evaluation; (2) the definition of a sufficient number of performance levels to more accurately access schools; (3) an increase in the number of possible intervenient options available to the state; and (4) a commitment to open disclosure of the results of the evaluation to the public. (RJS)

ED 319 882 CE 053 431

*Groff, Warren H.*
Toward the 21st Century: Preparing Strategic Thinkers in Vocational, Technical, and Occupational Education.
PUB DATE- 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Doctoral Programs; Graduate Students; Graduate Study; Higher Education; Institutes (Training Programs); *Labor Force Development; Nontraditional Education; Seminars; Staff Development; *Technological Literacy; Universities; *Vocational Education
IDENTIFIERS- *Nova University FL; *Strategic Planning

This document analyzes two seminars called "Personnel--Human Resources Development" and "Emergence of Vocational, Technnical, and Occupational (VTO) Education in the field-based higher education doctoral program at Nova University. It also includes conclusions drawn from the 6 years those seminars have been in use and comments on the preparation of leaders who can think strategically about transforming contemporary traditional establishments into ones appropriate for an advanced technological era. The first section describes Nova University's nontraditional graduate programs. The second section describes the vocational, technical, and occupational program, including the specialization seminar called the Emergence of Vocational and Technical Education in America, and displays a graphic depiction of multiyear vocational, technical, and occupational education. The third section describes the Higher Education Director's Team formed in 1987 to evaluate the university's programs in higher education. Section 4 describes "Personnel--Human Resources Development" (1988) and section 5 describes "Emergence--VTO Education" (1989). Section 6 analyzes the output and impact of the seminars. The last section offers conclusions. A three-page bibliography and three appendices of strategic planning information conclude the document. (CML)

ED 320 034 CE 055 223

*Dilbeck, Lettie*
Introduction to Electronic Marketing.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 167p.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN801601: $9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Distributive Education; Educational Objectives; *Electronic Equipment; *Marketing; *Occupational Information; Postsecondary Education; *Radio; Salesmanship; Secondary Education; *Television; Television Commercials
IDENTIFIERS- *Telemarketing

These materials for a five-unit course were developed to introduce secondary and postsecondary students to the use of electronic equipment in marketing. The units cover the following topics: electronic marketing as a valid marketing approach; telemarketing; radio electronic media marketing; television electronic media marketing; and cable TV electronic media marketing. The first section of the manual is designed to show teachers how to use the materials and includes an explanation of instructional elements, an instructional task analysis for each unit, a glossary, and a list of 18 references. The instructional elements for the units include objectives, suggested activities, information sheets, handouts, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include line drawings. (CML)

ED 320 063 CG 022 558

*Jennings, Susan*
Devising Effective Strategies To Promote AIDS Awareness and Understanding among the Employees and Clients of a Shelter for Runaway and Troubled Youth Ages Twelve through Fourteen Years.
PUB DATE- 90
NOTE- 114p.; Ph.D. Practicum, Nova University, Florida.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; At Risk Persons; Education; Employee Assistance Programs; Employee Attitudes; Personnel Policy; *Practicums; Preadolescents; Prevention; *Runaways; *Social Agencies; Social Discrimination; Social Services

Runaways are rapidly becoming one of the highest at risk populations for contracting and spreading the Acquired Immune Deficiency Syndrome (AIDS) virus. This practicum was therefore designed to provide an AIDS policy and awareness training for the employees of a state-licensed and federally recognized center for troubled and runaway youth. Its purpose is to alleviate employees' fears and increase their confidence so that they are better equipped to provide awareness and prevention education to their clients. Chapter 1 describes the target agency, its community, and the writer's work setting and role. Chapter 2 presents and discusses the problem of AIDS among troubled and runaway youth, providing statistics on the number of runaways who have contracted the disease, discussing the problems of discrimination and popular misunderstandings, and delineating the challenge posed for social service agencies who serve this population. It concludes with a review of the literature. Chapter 3 describes the goals, objectives, and evaluation techniques of the practicum. Chapter 4 discusses suggested strategies for disseminating AIDS information among employees and identifies the selected solution. Results of the practicum process, including a comprehensive personnel policy, are discussed in Chapter 5, along with recommendations. This personnel policy and the accompanying curricular materials are appended. (TE)

ED 320 093 CG 022 598

*Wright, Natalie K.; And Others*
Life, Love, and Dreams from the Nineties.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990). For a related document, see CG 022 597.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dreams; Individual Differences; *Interviews; Life Events; Life Satisfaction; *Love; *Old Old Adults; Oral History; *Personal Narratives; Research Methodology

Literature reveals few if any studies made of 90-year-olds, much less those who are alert, analytical, and possible introspective. Through the use of in-depth interviews, this study attempted to add to what little is known about 90-year-olds today, particularly information about the life and thoughts and the love and dreams of a generation which is reaching the end of a century and the end of life. Subjects (N=4) were located in the community. Five interviews were conducted with each subject at weekly intervals; each interview lasted about an hour and was recorded on audiotape. Interviews focused on family and childhood; adolescence, association with the opposite sex, starting a career, and marriage; the productive years from age 30 to 70; the present age; and present age and beliefs about death and the role that love had played in the subjects' lives. The results of the interviews indicated these individuals found meaning in being imaginative, inventive, and disciplined and in leading productive, useful, and self-satisfying lives. They also found meaning in the weight of past mistakes and lessons they shoulder, in romantic love on the one hand and pragmatic love on the other, and also in setting goals, but only with a firm sense of when to modify them. Research is needed with many more individuals. (ABL)

ED 320 123 CS 010 118

*Armbruster, Bonnie B.; And Others*

Reading and Questioning in Content Area Lessons. Technical Report No. 502.

**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 90
NOTE- 28p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Educational Research; *Elementary School Science; Grade 4; Intermediate Grades; *Reading Assignments; Science Instruction; *Social Studies; Teacher Response; Teaching Methods; *Textbooks
IDENTIFIERS- *Questions

An analysis was conducted of 12 fourth-grade science and social studies lessons in which a textbook was used as a focus of instruction. The purpose was to determine how the textbook was used by teachers and students, and in particular, to determine what kinds of questions the teachers asked during the textbook-based lessons. The results replicate and extend several findings from previous research. Results indicated that (1) even when textbooks were used during instruction, students did not do very much reading, and the reading they did was round-robin oral reading; (2) the teachers asked a large number of questions; (3) very few of these questions came from textbooks; rather, the teachers made up about 90% of their own questions; and (4) only about one-fourth of the questions asked were about the text segment currently being read, and of those questions, text explicit questions outnumbered text implicit questions two to one. Also of interest were the large number of question repetitions and rhetorical questions (questions that did not appear to elicit a response). (Eight tables of data are included, and 33 references are attached.) (Author/MG)

ED 320 138 CS 010 138

*Sensenbaugh, Roger*
Multiplicities of Literacies in the 1990s. ERIC Digest.
**ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CS-90-7
PUB DATE- Jul 90
NOTE- 3p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Definitions; Educational Objectives; Elementary Secondary Education; Language Role; *Literacy; Reading Instruction
IDENTIFIERS- ERIC Digests

Discussing the evolving conception of literacy, this digest provides a current review of material in the ERIC database on the multiplicities of literacies. The digest includes sections on the broadening scope of literacy, acquisition of literacies, defining literacy, and expanding the domain of literacy. (RS)

ED 320 154 CS 212 376

*Roberts, Sherron Killingsworth*

Using Analysis in Children's Literature to Challenge Future Teachers.

PUB DATE- May 90
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Critical Reading; Education Courses; Elementary Secondary Education; Higher Education; *Literary Criticism; Literature Appreciation;

*Preservice Teacher Education; *Reading Material Selection; *Teacher Education Curriculum
IDENTIFIERS- Aesthetic Reading

Teacher educators need to take the responsibility for providing future teachers with long-term evaluative skills necessary to select good literature. Educators must also take responsibility for modeling the powerful notion that books or literature aid in everyone's personal search for meaning. The process of analyzing literature is helpful in determining personal worth, and it is necessary for teacher education majors in determining professional worth for use with their future students. It is imperative that education majors understand the complex nature of literature as it aids each individual in a personal struggle for meaning. Students in a children's literature course need to spend time analyzing picture books and examining the possibilities of the psychoanalytical influence of fairy tales. In one course, a poetry unit precedes the introduction of children's and adolescent's novels. Students read five novels and also "A Critical Handbook of Children's Literature" (R. Luken, 1986) so that they may be aware of elements particular to children's literature. A second project at the end of the semester requires preservice teachers to compare and contrast two adolescent novels according to setting, point of view, style, characterization, and theme. By reading fewer books, students can analyze the many layers and shades of both personal and universal meaning inherent in children's books. (Twelve references are attached.) (MG)

ED 320 169 CS 506 725

*Manning-Miller, Carmen L.*
Media Agenda-Building and Election Campaigns.
PUB DATE- Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; *Mass Media Effects; *Mass Media Role; Media Research; *News Media; *Political Campaigns; *Political Candidates; State Surveys
IDENTIFIERS- Media Bias; Media Coverage; Mississippi; Political Image

To examine factors which influenced the media's agenda-building process during a primary election period in Mississippi, a study explored candidates' personal attributes, campaign resourcefulness, and media connectedness as important agenda-building variables. Candidates for Mississippi's United States House of Representatives seats in 1982 and 1986 were surveyed, resulting in 17 completed interviews. The 7 candidates out of 24 who chose not to participate in the survey were resource-poor candidates who did not wage aggressive, rigorous campaigns. The survey was part of a project examining politicians' and journalists' perceptions of election agenda building. Results showed that the media paid more attention to candidates on the basis of their campaigns' financial advantage, level of resourcefulness, and personal attributes (race and gender), and thus that resource-rich candidates may dominate the agenda-building process in news coverage. On the basis of the patterns seen in the Mississippi campaigns, findings suggest that resource-poor candidates are, in fact, sophisticated and prudent about their use of news media; however, resource-poor candidates perceive news organizations to be unresponsive no matter how aggressively they pursue media coverage. (Three tables of data and 37 notes are included.) (SR)

ED 320 184 CS 507 196

*Herbeck, Dale A.*
A Kind and Benevolent People: The "Public" as Constructed by Congressman Barney Frank.
PUB DATE- 6 Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 4-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Discourse Analysis; Federal Government; Homosexuality; *Legislators; *Persuasive Discourse; *Political Attitudes; *Political Issues; *Public Opinion
IDENTIFIERS- *Frank (Barney); Political Communication; Political Rhetoric; Prostitution; *Rhetorical Strategies

News reports regarding the relationship between Massachusetts Congressman Barney Frank and a male prostitute reflect a growing willingness to hold public officials responsible for private acts. The incident triggered a classic example of apologia--a speech of self-defense. As critics have long suggested, the intangible nature of the "public" complicates appeals to it. However, it is possible to infer the public by studying how it is constituted by the speaker. In an August 25, 1989 speech, the congressman admitted to his relationship with the prostitute, denied misuse of his office, and pleaded that the psychic burdens of being gay led to catastrophic errors in judgment. By portraying his constituency as a benevolent, compassionate, forgiving people, Frank offered the listener the choice of joining his public and voting to acquit him, or renouncing this public and the positive values it represents and voting to convict. Public responses in letters to newspapers, poll results, and political contributions suggest that Frank's approach netted forgiveness and understanding. Several would-be challengers have canceled plans to oppose him in his 1990 reelection bid. While Barney Frank's public may exist only in his words, its real power is reflected in the fact that Frank has a political future. (Twenty-six footnotes are included.) (SG)

ED 320 212 EA 021 816

*Osterman, Karen F.*
Case Records: A Means To Enhance Knowledge Base in Educational Administration?
PUB DATE- Oct 89
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 27-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Case Records; Case Studies; Decision Making; Elementary Secondary Education; Evaluation Methods; *Management Development; *Principals; Problem Solving; Secondary Education

This study assesses the usefulness of case records in significantly expanding the base of knowledge in education administration. Forty-six school personnel case records were examined in regard to: how respondents perceive and describe problem situations; whether or not alternative strategies are reported and, if so, what types; and what kind of differences, if any, exist between successful and unsuccessful strategies. Although not a comprehensive or conclusive analysis, the study suggests that case records' most valuable contribution is the link they provide between theory and practice. Findings indicate that educators function primarily within a single theoretical model, at a conscious, cognitive level in which structural considerations are predominant. However, many cases show a contradiction between espoused theory and theory-in-use. If the central goal of effective administrative education is to work successfully with people in a "growth-enhancing" organization, the rational, controlling strategies of the prevalent institutional theory-in-use are an important issue, particularly because these cases document the negative impact that results when such strategies are employed. Secondly, the case records do provide information not readily accessible or apparent; they also illustrate theoretical concepts in behavioral and experiential terms. Finally, case records can define a new role for practitioners as creators, rather than consumers, of knowledge. Viewing practitioners as intentional actors in the development of knowledge, or "knowledge-in-action," helps to bridge the gap between theory and practice. (11 references) (LMI)

ED 320 240 EA 021 878

*Radich, Paula A.*

A View of Leadership through Jason Bradley's Actions and Projections at Windsor Junior High School.

PUB DATE- 90
NOTE- 32p.; Paper presented at the Annual Meeting o the Washington Educational Research association (Tacoma, WA, March 15-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Case Studies; Junior High Schools; *Leadership Styles; *Principals; School Administration

A successful principal combines "vision" (projects) with effective leadership strategies (actions to implement the projects). Observation of a principal's work style illustrates how the leadership role is performed. A telephone interview and document analysis provide the methodological framework for this individual case study. Work style is analyzed through the theoretical application of Mitchell, Oritz, and Mitchell's (1987) constructs of four work styles: administrative, leadership, supervision, and management. Actions are studied within the framework of Mitchell and Spady's four types of authority: legal, traditional, expert, and charismatic. Findings indicate that the principal under study combined mixed work and authority styles, which may have contributed to what he perceived to be a frustrating, unsuccessful first administrative year. (LMI)

ED 320 255 EA 021 908

*Moyer, Kim; And Others*
Survey of State Initiatives: Public School Choice. Revised.
**Education Commission of the States, Denver, Colo.**
PUB DATE- Sep 89
NOTE- 71p.
AVAILABLE FROM- Publication Sales, Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-89-2, $9.25; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Nontraditional Education; Public Education; *Public Schools; *School Choice; State Action; State Government; *State Legislation; State Programs; *State School District Relationship; Statewide Planning

At least 21 states have passed or are considering legislation to expand public school choice. The reasons for increasing students' options vary as do the forms of available choices. Some options currently in use are interdistrict choice; second-chance plans; postsecondary enrollment options; intradistrict choice; and magnet, state-supported schools. Included in the survey are a summary of public school activity occurring in the 21 states, state-by-state descriptions of those activities, and an appendix containing state statutes and legislation. (LMI)

ED 320 270 EA 021 930

Tushnet, Naida C.
School Restructuring: Santanya's Warning.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Decentralization; Educational Change; Educational Environment; Educational Innovation; Elementary Secondary Education; *Nontraditional Education; School Organization; *School Restructuring; *Transitional Schools

A synthesis of the research on educational improvement programs of the 60s and 70s provides the framework for this paper. Restructured schools featured the use of team teaching and shared decision making, and changes in curriculum content and delivery. Problem areas centered on role-related issues, ambiguous means of implementation, and lack of fit between context and innovation. Santanya argued that knowledge gained from the past must be used to avoid repetition of the same mistakes. A review of reform efforts must therefore consider the different social, economic, and intellectual roots of the past and present situations to avoid misapplying the lessons. An understanding of the context in which restructuring occurred is necessary. Factors crucial for restructuring success are: (1) an understanding of the roles and knowledge needed; (2) a clear organizational structure; and (3) a balance between content and context. (7 references) (LMI)

ED 319 897 CE 054 792

*Kudirka, Joi Constance*
Cross-Cultural Communication in the Workplace: Can We Stay Home without It?

PUB DATE- 3 Oct 89
NOTE- 8p.; Paper presented at the Annual Conference of the National Alliance of Business (Washington, DC, October 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adults; *Cross Cultural Training; *Cultural Awareness; Cultural Pluralism; Employee Attitudes; Employer Employee Relationship; *Employment Qualifications; *Intercultural Communication; *Job Training; Labor Market; Social Integration

Because the changing demographics of the U.S. work force are making cultural diversity the rule rather than the exception, the skills necessary for people to work in a multicultural environment are becoming a natural employment requirement. Those skills are integral to the tool that is called cross-cultural/intercultural/multicultural communication. The central principle of cross-cultural communication theory is that everything one does and everything one perceives is filtered through one's cultural knowledge. Misunderstandings, hurt feelings, and general ill will usually result when one culture's knowledge is used as the base for interacting with staff, employees, clients, or customers from other, different cultures. Cross-cultural communication provides a way to know what to expect and how to interact when one lives or works with people from other cultures. Cross-cultural communication is essential in the workplace because the new job seekers will come from many cultures and the future will be a job seekers' market. Potential employees will want to work where they feel the most comfortable and the most valued. Cross-cultural training requires a strong long-term commitment on the part of employers, whether they employ in-house trainers or consultants. (CML)

ED 319 925 CE 054 867

*Carnevale, Anthony P.; And Others*
Training Partnerships. Linking Employers & Providers.
**American Society for Training and Development, Alexandria, VA.**
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Mar 90
NOTE- 52p.
GRANT- 99-6-0705-75-079-02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Colleges; Community Colleges; *Cooperative Programs; *Job Training; *Linking Agents; Management Development; Outcomes of Education; Professional Associations; *Professional Development; Proprietary Schools; *School Business Relationship; Secondary Schools; Supervisory Training; *Trainers; Unions; Vocational Schools
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils

This document summarizes research on partnerships in training. Part I describes forming linkages between employers and providers as a common business transaction and identifies services available from providers, locating a provider, criteria for selecting a provider, and how to evaluate linkage relationships. Part II describes the providers of training and identifies educational institutions, such as 4-year colleges and universities, community and junior colleges, secondary schools, vocational and technical schools, and proprietary schools; trade and professional associations; unions; community-based organizations (CBOs); the Federal Government; businesses; and public funding sources and intermediaries, such as the Job Training Partnership Act (JTPA) and Private Industry Councils (PICs). Part III describes the following types of training: executive development, management development, supervisory, nontechnical professionals, technical professionals, international, sales, safety, regulatory, customer service, and clerical technical skills. Part IV describes the creation of a linkage as a learning experience. A 38-item reference list is included. (CML)

ED 319 939 CE 054 891

*Popkes, William A.*

Focus on Excellence. Implementing the New Curriculum. Annual Performance Report for Vocational Education in California, 1988-89.

**California State Dept. of Education, Sacramento.**

PUB DATE- 90
NOTE- 36p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; *Articulation (Education); Business Education; Career Guidance; Correctional Education; Distributive Education; *Educational Administration; Educational Policy; *Enrollment; Health Occupations; Home Economics Education; Industrial Education; Labor Force Development; One Parent Family; Postsecondary Education; Secondary Education; Sex Fairness; Special Needs Students; *State Programs; *Vocational Education; Work Experience Programs
IDENTIFIERS- *California; Carl D Perkins Vocational Education Act 1984

This annual report includes an introduction on preparing a world-class work force, and three major sections. The first section provides statistics on 1988-89 vocational education enrollments in California by ethnicity, gender, program type, service area, and special need category. The second section provides brief descriptions of the vocational education service area programs: agricultural education, business education, health careers, home economics education, industrial and technology education, and marketing education. The third section describes efforts to meet special needs. Brief descriptions of the special needs program; sex equity and single parent and homemaker programs; criminal offenders program; career guidance program; work experience education program; and the planning, legislation, and articulation are provided. (CML)

ED 319 965 CE 054 929

*Abrahamsson, Kenneth; And Others*

The Expanding Learning Enterprise in Sweden. A Study of the Education and Training of the Swedish Labour Force Forming Part of a Comparative Survey Commissioned by CERI, Center for Educational Research and Innovation at the OECD.

**Ministry of Education and Cultural Affairs, Stockholm (Sweden).; National Swedish Board of Education, Stockholm.**

SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-91-7662-679-2
PUB DATE- 90
NOTE- 123p.
AVAILABLE FROM- Swedish National Board of Education, S-106 42 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Comparative Education; Continuing Education; Corporate Education; Disabilities; Educational Administration; *Educational Opportunities; *Education Work Relationship; Foreign Countries; Industrial Training; *Labor Force Development; *School Business Relationship; *Staff Development; Unions
IDENTIFIERS- *Sweden

Sweden had, according to data gathered between 1986 and 1988, 8.4 million inhabitants, with a labor force of 4.4 million people. Its unemployment level was less than 2 percent. The level of educational investment was 7.5 percent of the gross national product (GNP), with 10.5 percent of the investment in adult education. Adult education in Sweden consists of study circles, folk high schools or residential colleges for adults, adult basic education, municipal adult education, Swedish for immigrants, labor market education, trade union education, inservice training, distance education, and special provisions for disabled adults. Some 50 percent of Swedes participate in adult education, with half of the participation in inservice training and staff development programs. The volume of employer-sponsored programs increased 5.7 percent between 1986 and 1987 when measured by days of education and 3 percent when measured by number of participants. Swedes with more formal education participate more in adult education. (The report includes a discussion of policy alternatives, 58 references, a reprint of a government report on the education and training of the labor force in 1986 and 1987, and a reprint of a working draft of a paper from the Swedish National Board of Education, "Assessing Invisible Colleges: Comments on the Evaluation of Human Resource Development Investments.") (CML)

ED 319 978 CE 054 962

*Carnevale, Anthony P.; And Others*
Training the Technical Work Force. ASTD Best Practices Series: Training for a Changing Work Force. First Edition.
**American Society for Training and Development, Alexandria, VA.**
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-1-55542-201-2
PUB DATE- 90
NOTE- 212p.; Part of the Jossey-Bass Management Series. For related documents, see ED 299 462 and CE 054 961-964.
GRANT- 99-6-0705-079-02
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($24.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Cooperative Programs; *Education Work Relationship; *Employer Employee Relationship; *Industrial Training; Inplant Programs; *Labor Force Development; Outcomes of Education; Professional Development; Retraining; *School Business Relationship; Skill Development; Skilled Occupations; Technical Education; *Technical Occupations; Training Methods; Transfer of Training
IDENTIFIERS- Strategic Planning

This document, resulting from a 3-year study, provides an overview of technical training in the United States, examines the occupations and workers defined as technical, describes where and how technical training is produced and delivered, and discusses the connection between technical training and the strategic goals of the organization. The document's intended audience includes executives and managers, personnel and human resource development workers, trainers, vocational educators, higher education administrators, and business and management consultants. Chapter 1 explores what constitutes technical training, the size and scope of the technical work force, how technical workers are prepared for their jobs, and how they keep their technical skills up to date. Chapter 2 examines how technical training is structured inside employer institutions and analyzes the systems that employers use to deliver technical training and how those systems are connected to strategic goals. Chapter 3 looks at the many providers of technical training--from educational institutions to original equipment manufacturers to vendors--and explores how employers and providers share information about technological trends and future training needs to forge partnerships for developing and delivering training. Chapters 4, 5, and 6 contain examples of how some of the nation's largest employers organize and deliver technical training to their work force; centralized, decentralized, and integrated systems are explored. The document concludes with a list of representative groups of occupations among technical professionals, technicians/technologists, and skilled trade workers and a 33-item bibliography. (CML)

ED 320 019 CE 055 115

*Darville, Richard*
Prospects for Adult Literacy Policy in British Columbia.
British Columbia Univ., Vancouver. Centre for Policy Studies in Education.
PUB DATE- 89
NOTE- 26p.
AVAILABLE FROM- Centre for Policy Studies in Education, Faculty of Education, 2125 Main Mall, University of British Columbia, Vancouver, British Columbia V6T 1Z5 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cooperative Programs; Educational Philosophy; Educational Planning; *Educational Policy; *Educational Strategies; Federal Government; Foreign Countries; *Government Role; *Literacy Education; *Policy Formation; State Government; Teaching Methods
IDENTIFIERS- *British Columbia

Intended to assist in the formulation of effective policies for adult literacy in British Columbia, this paper reviews the current discussion of adult literacy policy and programming across Canada. It also reviews existing policies in Canada and in British Columbia, in education ministries, and in other ministries with interests and activities touching upon literacy. Recognizing the intentions of the Provincial Literacy Advisory Committee, the paper outlines a framework for thinking about literacy policy that would realize a community-based strategy for literacy work, in which teaching is tailored to meet the needs of students in particular communities and programs often involve nongovernmental organizations, sometimes in cooperation with education institutions. The six sections of the paper examine the following: (1) adult literacy policy in the late 1980s; (2) federal government policy and institutional arrangements; (3) British Columbia policy and institutional arrangements; (4) mandates and responsibilities; (5) literacy policy strategies; and (6) understanding literacy programming. (KC)

ED 320 049 CG 022 544

*Johnston, Jerome*
Sex-Role Orientations in Late Childhood.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- May 83
NOTE- 134p.
GRANT- NIE-G-81-0065
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Change Strategies; *Child Development; Cultural Differences; *Elementary School Students; Intermediate Grades; *Preadolescents; *Programing (Broadcast); Racial Differences; Sex Differences; *Sex Role; Sex Stereotypes; *Student Attitudes; Television Research
IDENTIFIERS- *Freestyle (Television Series)

A 13-part television series called "Freestyle" was designed to see if stereotypes about women and work could be changed and was targeted at fourth- through sixth-graders. "Freestyle's" effects were evaluated among more than 7,000 children in 7 cities who completed identical pre- and post-measures assessing sex-role beliefs, attitudes, and interests. The results revealed that the interest patterns of fourth graders reflected sex typing, with boys strongly interested in athletics and mechanics, and girls interested in nurturant activities and to a lesser extent athletics. Shifts in interest patterns occurred between ages 9 and 12, but the shifts were similar for both genders and did not alter the pattern of sex typing. When the children thought about adulthood and described their job interest, sex typing was also quite evident. This was true for all three age levels. Girls' interest in working outside the home rose dramatically between grades four and six. Children's view of the world reflected strong sex stereotyping. Children's norms for appropriate behavior mirrored their world views and beliefs. Norms for adult roles showed one major distinction between boys and girls, with girls being much more strongly in favor of adult women doing the nontraditional and men helping with child care and cooking. Relative to gender, racial differences were quite small. Black males, however, showed a higher interest in nurturant activities. (NB)

ED 320 109 CS 010 103

*King, Yvonne M.*
Teaching Approaches & Critical Thinking: How Do They Interact in the Classroom?
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research; Classroom Techniques; *Critical Thinking; Elementary Education; *Elementary School Curriculum; Methods Research; Skill Development; Teacher Influence; *Teaching Methods; *Teaching Styles; *Thinking Skills

A study was conducted to observe four elementary school teachers in an effort to determine the influence that their teaching styles and teaching approaches had on their students' ability to think more critically. After the teachers completed a questionnaire about their classroom situation and had a brief interview with the observer, each teacher was observed for approximately 3 hours over a period of 2 weeks. Following the observations, each teacher was associated with either one or a combination of two of the following descriptive teaching styles: expository mode, inquiry mode, demonstrative mode, and the integrated curriculum mode. Results indicated that the education and experience of the teachers made very little difference with regard to the attention that they directed to these skills; however, it did appear that instructional strategies, instructional materials, and teaching modes do affect to some extent how much critical thinking might be encouraged in the classroom. (Two tables of data are included.) (MG)

ED 320 226 EA 021 861

*Press, Harold L.*
Toward 2000. Trends Report II: Elementary-Secondary Projections.
**Newfoundland and Labrador Dept. of Education.**
PUB DATE- Jan 90
NOTE- 137p.; Prepared by the Program Evaluation, Research, and Planning Section, Division of Evaluation and Research.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Declining Enrollment; *Demography; Educational Demand; Educational Supply; *Educational Trends; Elementary Secondary Education; Employment Projections; Enrollment Influences; Enrollment Projections; Foreign Countries; *Futures (of Society); Population Growth; Population Trends; *Teacher Employment; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Labrador; *Newfoundland

Comprehensive, systematic planning provides the overall direction for education through the development of policies and objectives. An understanding of demographic, social, and economic trends is necessary for educators to make decisions for the future. The 1986 demographic forecasts for the province of Newfoundland are updated in this report, which focuses on the changing character of the teacher work force, the current status of teacher supply, and the future demand for teachers. Population and enrollment trends of the last 20 years are analyzed to make education projections. Demographic and economic trends suggest that the province will experience a period of contraction in education in the 1990s. Although a decline in population will accompany a decline in the teacher work force, the likely outcome is a general teacher surplus with a marginal shortage in some areas. Viewing teacher supply and demand as a single entity is therefore counterproductive. Recommendations are offered for coping with problems associated with the aging of the teacher work force. The report contains 32 tables and 16 figures based on the Department of Education's computerized databases. Appendices describe the general methodologies employed in the study as well as the survey instruments used to assess demand for various teaching and administrative positions and to measure teacher hirings and vacancies. (LMI)

ED 319 911 CE 054 849

*Kaltwasser, Stan; And Others*
Basic Wiring.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 886p.; For related documents, see CE 054 850 and CE 055 217. Printed on colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN801301: $22.50).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Construction (Process); Course Content; Curriculum Guides; Electrical Occupations; Electrical Systems; *Electric Circuits; *Electricity; *Entry Workers; *Job Skills; *Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; Test Items; Units of Study
IDENTIFIERS- *Electrical Wiring

This module is the first in a series of three wiring publications; it serves as the foundation for students enrolled in a wiring program. It is a prerequisite to either "Residential Wiring" or "Commercial and Industrial Wiring." The module contains 16 instructional units that cover the following topics: occupational introduction; general safety; electrical safety; hand tools; specialty tools and equipment; using trade information; basic equipment; basic theory; DC circuits; AC circuits; wiring methods; conductors; low voltage wiring; overcurrent protection; load centers and safety switches; and existing structures. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a glossary; a list of tools, equipment, and materials; and 34 references are provided. (KC)

ED 319 952 CE 054 907

Jobs without People. The Coming Crisis for Missouri's Workforce. Final Report. Missouri Governor's Advisory Council on Literacy.
**Missouri Governor's Advisory Council on Literacy, Jefferson City.**
PUB DATE- Oct 89
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Basic Skills; Corporate Education; *Dropout Prevention; Elementary Secondary Education; Employer Supported Day Care; High School Equivalency Programs; Incentives; Learning Disabilities; Library Development; *Literacy Education; Medical Services; School Business Relationship; *State Programs; Teacher Education
IDENTIFIERS- *Missouri; Project Head Start

The Governor's Advisory Council on Literacy proposed 3 major recommendations supported by 30 specific action plans for Missouri. The recommendations are as follows: Missouri should guarantee the opportunity for all children to be prepared for their school years; Missouri should focus on keeping students in school and ensuring that their education prepares them for their adult years; and Missouri should provide opportunities for all adults, especially those who are underskilled, to improve their literacy skills, life skills, and job skills. Some of the action steps listed include prenatal care; full implementation of Head Start; support for employer-involved child-care centers; detection of learning disabilities and basic-skills deficiencies as part of the required teacher-education curriculum; a 12th-grade competency test that would lead to special certification on high school diplomas; state incentives for companies to upgrade existing employee basic skills; and increased funding for libraries. (One table and four figures are included in the report. A 35-item list of works cited is provided.) (CML)

ED 319 991 CE 055 024

*Martin, Rodney*

Rights and Responsibilities. Supervisory Skills Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.

Hotel and Catering Training Co., London (England).

REPORT NO.- ISBN-0-948572-16-7
PUB DATE- 89
NOTE- 85p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; Conflict Resolution; Dismissal (Personnel); Employer Employee Relationship; *Employment Practices; Equal Opportunities (Jobs); Foreign Countries; Fringe Benefits; *Hospitality Occupations; *Hotels; Management Development; Occupational Safety and Health; *Personnel Management; *Personnel Policy; Personnel Selection; Supervisory Training; Tourism; Unions
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry is designed to consolidate the work covered in a 1-day course. The document begins with an introduction and advice on how to use the unit. The following topics are covered: (1) the law and personnel procedures; (2) consultation and negotiation; (3) discipline, grievances, and disputes; (4) dealing with staff who leave, including those who are asked to leave; (5) nondiscrimination and equal opportunities; (6) trade union membership and individual rights; (7) time off and maternity leave; and (8) protecting people in the workplace. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

ED 320 005　　　　　　　　CE 055 049

*Feingold, S. Norman; Hansard-Winkler, Glenda Ann*
Where the Jobs Are: A Comprehensive Directory of 1200 Journals Listing Career Opportunities.
REPORT NO.- ISBN-0-912048-67-0
PUB DATE- 89
NOTE- 136p.
AVAILABLE FROM- Garrett Park Press, P.O. Box 190, Garrett Park, MD 20896 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adults; Career Counseling; Career Guidance; *Employment Counselors; *Employment Opportunities; Job Applicants; Job Application; *Job Placement; *Job Search Methods; *Labor Market; Periodicals
IDENTIFIERS- Classified Advertising

This document is intended for use by adult job seekers and their employment counselors. It provides names and addresses for more than 1,200 journals that regularly carry ads announcing job and career vacancies. The journals are listed in alphabetical order. An extensive index links 138 occupations to appropriate periodicals. Other information in the document includes tips on how to read classified ads, how to respond to help wanted ads, how to write a situation wanted ad, and how to complete an application blank. Seven sample application blanks are included. A selected bibliography lists 74 books on job hunting and future trends, especially in advanced technology, as well as 14 newsletters, and 7 additional magazines. (CML)

ED 320 079 CG 022 583

*Oliver, Ronald; And Others*
Trends in Meaning and Meaningful Trends: A Survey of Counseling Graduates.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Career Choice; *College Graduates; *Counselor Training; Doctoral Programs; Higher Education; Masters Programs

A 10-year survey of 360 graduates (1979-1989) of an educational psychology and counseling program at a midwestern university was conducted. Of the 138 respondents, 94 had earned their master's degree, 4 had earned the educational specialist degree, and 40 had earned their doctorates. The findings revealed that trends in first employment positions in school counseling remained fairly stable, with approximately 30% of the graduates beginning their careers in school counseling. Postsecondary placements gradually declined over the decade, from 23% to 12%; clinical positions more than doubled to a 1989 level of nearly 42%; positions in human service agencies peaked early in the 1980s but ended in 1989 at about the 12% level; and percentages of those beginning their careers in private practice/consulting remained quite low (4-8%) across all time periods with no clear trends being established. Respondents were asked to put in rank order aspects of the program as to their meaningfulness, with the result that the practica/internship experience moved from third place in 1979 to first place by 1989. Coursework/curriculum showed a steady decline from first to third position. Over the decade, interaction with faculty was most frequently ranked as the most meaningful aspect of the program,

while interaction with other students and research were ranked as the least meaningful aspects of the program. (NB)

ED 320 139 CS 010 139

*Johns, Jerry L.; VanLeirsburg, Peggy*

Equivalence of Forms K and L of the Gates-MacGinitie Reading Tests with Fifth-Grade Students.

PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Research; Grade 5; Intermediate Grades; *Reading Achievement; *Reading Tests; Standardized Tests; Test Reliability
IDENTIFIERS- *Gates MacGinitie Reading Tests

A study answered the question: are there significant differences in scores for two forms of the Gates-MacGinitie Reading Tests, Third Edition? Subjects, 23 fifth graders, were given Forms K and L, Level 5/6, of the Gates-MacGinitie Reading Test. The tests were administered by the regular classroom teacher in two testing sessions. Students were randomly assigned to two groups: group A was given Form K and group B was given Form L. Results indicated no significant differences for Vocabulary, Comprehension, and Total scores. The results of this study were limited by two factors: only one level of the reading test was investigated, and the study included only a small sample of fifth-grade students. Within these limitations, there is no basis to conclude that Form K of Level 5/6 is easier or more difficult than Form L for fifth graders. (One table of data is included.) (MG)

ED 320 199 EA 021 739

Education and Development in Asia and the Pacific.
Asian Development Bank, Manila (Philippines).

PUB DATE- Oct 88
NOTE- 94p.
AVAILABLE FROM- Information Office, Asian Development Bank, P.O. Box 789, 1099 Manila, Philippines.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; *Banking; Demography; *Developing Nations; *Educational Development; Educational Objectives; Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; Politics of Education; Population Growth
IDENTIFIERS- *Asia; *Pacific Region

Since the beginning of the Asian Development Bank's involvement in education in 1970 up to December 1987, 35 education loans to its developing member countries (DMCs) have been approved. The general aim of this paper is to determine the direction of the bank's future policy in assisting education. Among the main reasons for reviewing the bank's role are the following: (1) the continued low enrollment ratios in basic education as well as low adult literacy rates in a number of DMCs; (2) the need for structural reforms in the education sector; (3) the changing economic conditions in the region; and (4) the surfacing of innovative areas of educational interest such as environmental education, distance education, and women's education. Chapter 1 provides a background analysis relevant to the education sector and development assistance in the region by describing the regional setting and analyzing the relationship between development and education. Chapter 2 reviews the present status of and ongoing development trends in education in the region and analyzes key issues and tasks ahead. Chapter 3 has three objectives: a review of the bank's past policy and performance in assisting education development in the region; a brief overview of other agencies' regional assistance operations in the sector; and an outline of the bank's future assistance policies and priorities. Relevant data is presented in ten appendixes. (68 references) (MLF)

ED 320 241 EA 021 889

Mawdsley, Ralph D.; Mawdsley, Alice L.
Free Expression and Censorship: Public Policy and the Law.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($12.95 prepaid plus $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Academic Freedom; Administrator Role; Board of Education Role; *Censorship; *Court Litigation; Elementary Secondary Education; Federal Courts; *Freedom of Speech; Politics of Education; Public Schools; *School Law; School Newspapers; School Role; Student Rights
IDENTIFIERS- Bethel School District 403 v Fraser; Hazelwood School District v Kuhlmeier; New Jersey v TLO; *Supreme Court

This monograph traces the legal history of the conflict between constitutional rights of expression in the schools and school boards' control of education. Chapter 1 provides an introduction to the law and policy of free expression. Chapter 2 is a case study of "Kuhlmeier v. Hazelwood School District," in which a high school principal deleted two articles from the school newspaper. "Kuhlmeier" suggests that schools can exercise control over the style and content of student expression in school-sponsored activities as long as the schools' actions are reasonably related to legitimate educational concerns. Chapter 3 explores whether greater emphasis on administrative control of public education has meant movement away from student and faculty expression rights. An assessment of these questions involves a consideration of "Kuhlmeier," but also two other recent United States Supreme Court decisions, "New Jersey v. T.L.O." and "Bethel School District v. Fraser." Chapter 4 concludes the discussion with the observation that the judicial environment seems to have been adjusted to permit greater deference for the management decisions of school boards and administrators. Extensive references are appended to each chapter. (MLF)

ED 319 883 CE 053 827

*Nimer, Kamal*
Why Adults Participate in Learning Activities in Jordan: Guidelines for Recruitment.
PUB DATE- Oct 89
NOTE- 7p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Developing Nations; *Dropout Prevention; Educational History; Foreign Countries; Guidelines; Incentives; *Literacy Education; Participation; School Holding Power; *Student Recruitment; Womens Education
IDENTIFIERS- *Jordan

Knowledge of Jordan's historical background and the role of well-educated individuals and groups in motivating adults to participate in learning activities is essential for finding ways to recruit and retain adults in education programs. Some means that have proven effective include the following: (1) persuading religious and social leaders to exert their influence in getting adults to come to literacy classes; (2) door-to-door canvassing; (3) organized trips to historical sites in Jordan as an inducement to recruiting and retaining students; (4) providing adult students with an identification card that can be used to obtain low-cost medical care; (5) forming adult committees for dealing with religious, social, educational, and nursery school affairs; (6) using religious committees to recruit adults; (7) having women visit other women and tell them about educated Muslim women; (8) guest speakers lecturing about the value of education; (9) holding annual exhibitions to display the work of adult literacy students; and (10) hiring highly qualified teachers to teach and deal with adult learners. These and other techniques have proved to be effective in recruiting and retaining adult students in Jordan. (KC)

ED 320 035 CE 055 316

*Glennan, Thomas K., Jr.; And Others*
Education, Employment, and the Economy. An Examination of Work-Related Education in Greater Pittsburgh.
**National Center on Education and Employment, New York, NY.; Rand Corp., Santa Monica, Calif.**
SPONS. AGENCY- Howard Heinz Endowment, Pittsburgh, PA.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- N-3007-OERI/HHE
PUB DATE- Sep 89
NOTE- 55p.; For a related report, see CE 055 317.
AVAILABLE FROM- Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Planning; *Corporate Education; Educational Improvement; *Education Work Relationship; Entry Workers; Inplant Programs; Inservice Education; *Job Training; Labor Force Development; Postsecondary Education; *Proprietary Schools; Public Schools; Secondary Education; Skilled Occupations; Trainees; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Pennsylvania (Pittsburgh)

A study described Pittsburgh's education and training system for producing skilled and semiskilled workers and sought to identify challenges that the system will face as the area's economy strives for increased vitality. The study addressed multiple education and training functions, including preparing youth for productive careers, supporting the development of work skills through employees' lifetimes, and helping displaced and disadvantaged people to develop skills and find meaningful jobs. Data were collected through interviews with leaders in the education and training field and with employers; analyzing employment and demographic trends that affect the demand for work-related skills; and development of a "map" that describes the work-related education and training system in the region. Among the results of the study are that: (1) the system was estimated to have spent $550 million of private and public funds in 1985; (2) employers were the largest source of training, followed by the public schools, proprietary schools, and the community colleges; (3) employment has shifted from manufacturing to services and more people are employed in small establishments; (4) the region has relatively fewer young people than the nation as a whole and faces continuing declines in working age population; (5) 80 percent of elementary and secondary students are in small districts outside the city of Pittsburgh, and the system in general is fragmented; and (6) the community must decide whether continued economic vitality requires a more coordinated education reform effort. (The document includes 15 charts and 13 references.) (CML)

ED 320 064 CG 022 559

*Kneipp, Karen B.; Gadzella, Bernadette M.*
Comparison of Locus of Control with Levels of Creativity.
PUB DATE- 13 Apr 90
NOTE- 22p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Correlation; *Creativity; *Extraversion Introversion; Higher Education; *Individual Power; *Locus of Control; Sex Differences

This study was undertaken to determine whether external locus of control orientation was significantly negatively correlated with levels of creativity. Subjects were 13 male and 13 female undergraduate students enrolled in psychology classes at a southwestern university. Mean age of the subjects was 28.6.

Instruments used were Levenson's (1972) I (Internality), P (Powerful Others), and C (Chance) Scales and the Creative Personality Scale of Gough's (1952) Adjective Check List. Results showed the hypothesized negative correlations between externality (indicated by Powerful Others and Chance scores on the I, P, and C Scales) and creativity levels. Also, t-tests showed a significant difference between genders on Powerful Others scores, and also on Chance scores. No difference between genders was found on Creative Personality scores. Findings confirmed that external locus of control orientation was negatively related to creativity. References are included. (Author/TE)

ED 320 094 CG 022 599

*Ryujin, Donald H.; And Others*
Social Facilitation: A Test of Two Theories.
PUB DATE- May 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Behavior Theories; College Students; Difficulty Level; Higher Education; Males; Performance; Predictor Variables; Research Problems; *Validity
IDENTIFIERS- *Social Facilitation

Social facilitation can be defined as the effect of an audience or coactors on performance. Research on social facilitation effects has produced some contradictory and confusing findings. Some studies have found that the presence of others enhances performance; other studies have found that the presence of an audience or coactors impairs performance. Zajonc's theory of social facilitation is currently one of the most widely accepted interpretations of social facilitation effects. Zajonc's mechanistic drive model and Weiner's cognitive model offer competing explanations for the interaction between anxiety level and task performance. A 2 x 2 factorial design involving male college students (N=39) was used to test the two theories. The results tended to support Zajonc's model. As in Zajonc's theory, on the easy task subjects high in anxiety did better than subjects low in anxiety. On the difficult task subjects low in anxiety did better than subjects high in anxiety. This pattern of interaction is the exact opposite of that predicted by Weiner and clearly does not support his cognitive interpretation of social facilitation effects. (ABL)

ED 320 155 CS 212 377

*Villanueva, Victor, Jr.*
English "Si," Only "No."
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *English; Ethnic Bias; *Ethnocentrism; *Hispanic Americans; *Immigrants; Intercultural Communication; *Language Attitudes; United States History
IDENTIFIERS- *English Only Movement; *English Speaking; German Americans

The English-only movement is about more than language; underlying it is bigotry against non-White, non-English-speaking immigrants. The term "Hispanic" is itself a Census Bureau creation which ignores the cultural and linguistic differences between such groups as the Mexican, Cuban, and Nicaraguan immigrants. The argument that a single language unites the United States ignores the major role of, for example, the German language and culture early in American history. Proposals calling for a constitutional amendment to name English the official language of the United States suggest punishment although it is doubtful that those concerned with the immigrant population intend to be punitive. The English-only movement reaffirms an ethnocentric and xenophobic past that Americans would like to tell themselves they have transcended. (SG)

ED 320 170 CS 506 727

*Collins, Mary Evelyn; Rosso, Louis J.*
Dialect and Culture: Voice and Articulation as Components of a Perceived National Language.

PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biculturalism; *Cultural Context; Cultural Influences; Cultural Interrelationships; *Dialects; *English; English Instruction; Hispanic American Culture; Intercultural Communication; Language Proficiency; Language Research; *Language Standardization; *Limited English Speaking; *Official Languages
IDENTIFIERS- *English Only Movement

This review of the literature on language uniformity investigates the controversy surrounding the issue of making English an official language in the United States and the consequences that would follow such a practice. The review looks at the basic arguments of making English the "official" language and offers an understanding of a rhetorical issue of communication: the shared symbol system of a culture. The review examines the rhetorical, intercultural and language science perspectives of language development and describes possible outcomes which would arise from making English the official language, citing the examples of the states where English is already an official language and the support for passage of such a resolution in the states with a heavy Latin American population, Florida and California. The review reveals the difficulty of demanding a standard dialect, since the diversity of the country and the dynamics of English, as used in America, preclude codifying the language. The review also discusses the activities of the U.S. English group, headed by the semanticist and former senator, S. I. Hayakawa, who believes that making English official will strengthen America's cultural position in the world. The review concludes that educators should develop improved strategies in English instruction and allow language to experience dynamic change--free from legislative restrictions. (Fifty references are attached.) (KEH)

ED 320 185 CS 507 200

*Jassem, Harvey C.*

The Alternative Media's Values for the 21st Century.

PUB DATE- Apr 90
NOTE- 27p.; An earlier version of this paper was presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; *Dissent; *Futures (of Society);

Individual Development; *Mass Media Role; *Mass Media Use; Periodicals; Social Bias; *Social Values; Traditionalism
IDENTIFIERS- *Alternative Press; *Media Analysis; Media Bias; Media Coverage

There are thousands of alternative media outlets in the United States. By definition, they differ from the mainstream dominant media. The idea that the media represent and promulgate societal values is widely held. While not monolithic, the dominant media which grew alongside mass industrialization share an overriding bias. The dominant media promote such values as the sanctity of the "ordinary" family, the celebration of celebrity, and the triumph of personal initiative over bureaucratic control and state inefficiency. Alternative media, which promote an active, critical, and empowered audience, tend to be independently operated, small-scale, openly supportive of political change, and critical of dominant institutions and values. Alternative media sources include periodicals, non-commercial radio stations, broadcast and low-power television stations, cable access operations, and independent video and film producers. The "Utne Reader," for example, represents a type of alternative press. Messages transmitted to the public during the next 10 years will influence the public's twenty-first century values. To the extent that alternative media are effective in reaching the public, the promulgation of a different set of values should be expected. If the values of the alternative media affect the new century, then more participants should feel more involved, share more information, and represent more interests than would be the case without the alternative media. (Seventeen references are attached.) (SG)

ED 320 256 EA 021 909

*Baca, Polly; And Others*
Focus on Re:Learning. ECS Working Papers .
**Education Commission of the States, Denver, Colo.**
PUB DATE- Dec 89
NOTE- 27p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (Stock No. SI-89-6, $3.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; *Cooperation; Elementary Secondary Education; *Group Dynamics; *Learning Processes; *Learning Strategies
IDENTIFIERS- *Educational Restructuring

Re:Learning, a major national effort to redesign the total school system, is grounded in the belief that school renewal efforts must focus on schooling's primary purpose--to help all students learn to use their minds well. In July and August 1989, 13 focus groups were convened in Colorado for the Education Commission of the States' Re:Learning effort. The focus groups, comprised of 3 to 12 people from various interest groups living in the Denver area, met to discuss: (1) how people react to terms used in Re:Learning and other school reform efforts; (2) barriers to effective learning and improved education for children; (3) how and by whom these barriers can be overcome; and (4) how responsible parties might be motivated to improve education. Aside from the findings described in this report for each topic, three important perspectives permeated the discussions: each group felt somewhat isolated or even excluded from the education loop; each group felt a sense of powerlessness; and the groups did not clearly see how their possible actions fit together with those of others. The focus group led to three major conclusions: educational change cannot occur without widespread cooperation; extensive and effective communications are essential; and the group process is a valuable way to inform people about Re:Learning. Three appendices explain Re:Learning, detail focus group activities, and list participants. (MLH)

ED 320 271 EA 021 931

May, John
Real World Considerations in the Development of an Effective School Incentive Program.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Incentives; *Motivation Techniques; Performance Contracts; Reinforcement; Rewards
IDENTIFIERS- *South Carolina

Three criteria for an effective school incentive program that enhances motivation and improves student learning are as follows: perception of program fairness; worthwhileness of rewards; and communicability of program components. Factors that contribute to these criteria are discussed in this paper based upon the South Carolina experience. Five factors that influence perceived fairness include: (1) face validity of reward criteria; (2) technical defensibility of criteria and analytical techniques; (3) generalizability of criteria; (4) equitability of outcomes; and (5) inclusion of diagnostic indicators in the data analysis provided to the schools. Fulfillment of the second criterion, worthwhileness of rewards, can be achieved by including both monetary and nonmonetary rewards in the reward structure. Finally, clear communication of the program's purposes and criteria is necessary because understanding facilitates program acceptance. Highly consistent yearly gains should not be expected or desired by a school. If the program is motivating people to improve their performances, then the gain measure should be anticipated as volatile. From a motivational standpoint the worst scenario would be for the same schools to win and lose each year. In this situation school administrators would likely conclude that analysis and modification of instructional approaches is not worthwhile. (LMI)

ED 319 898 CE 054 794

Get Involved in the Job Opportunities and Basic Skills Training Program (JOBS). What Local Areas Need To Know.
National Association of Counties, Washington, DC.
PUB DATE- 3 Dec 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Cooperative Programs; Educational Needs; Educational Policy; Educational Resources; *Education Work Relationship; Employment Programs; *Federal Programs; Federal State Relationship; Institutional Cooperation; Job Skills; *Job Training; Postsecondary Education; Program Development; School Business Relationship; Secondary Education; *State Programs
IDENTIFIERS- *Job Opportunities and Basic Skills Program; *Job Training Partnership Act 1982

This Job Training Partnership Act (JTPA) Update provides a quick primer of some of the key areas where states have flexibility to develop their own programs and processes in the new Job Opportunities and Basic Skills (JOBS) program. This guide is organized in seven sections that cover the following topics: (1) introduction; (2) why local areas should be involved in the JOBS program; (3) reasons for JTPA to be involved; (4) the federal commitment; (5) flexibility in the JOBS structure (philosophy, coordination, program components, statewide scope, contracting, state plan, supportive services/child care); (6) how to be involved; and (7) practical resources (readings). (KC)

ED 319 926 CE 054 868

Changing Occupations in Florida: An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market.

Florida State Council on Vocational Education, Tallahassee.
PUB DATE- Jan 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Information Systems; Cooperative Programs; *Education Work Relationship; *Emerging Occupations; Labor Force Development; *Labor Market; *Occupational Information; Postsecondary Education; Secondary Education; *State Programs; Vocational Education
IDENTIFIERS- *Florida

To ensure that Florida's vocational education programs are relevant to the changing needs of the state's labor market: (1) activities on new and emerging occupations should be coordinated through the Labor Market Information Coordinating Committee (LMICC); (2) the Bureau of Labor Market Information (BLMI) should identify significant occupations and industries in Florida related to new, emerging, and changing occupations; (3) the BLMI should work with the Division of Vocational, Adult, and Community Education (DVACE) and the Division of Community Colleges (DCC) to develop survey procedures for identifying additional new, emerging, or changing occupations and their skill requirements; (4) DVACE should use the information on changing occupations to help set priorities for Career Merit Achievement Plan Development; (5) DVACE and the DCC should identify and help fund the recommended activities for the BLMI and the development of career maps for targeted occupations; (6) the LMICC should recommend ways to have a statewide impact on responding to identified changes in occupations and related skill requirements; (7) the Florida Department of Education, in cooperation with the Florida Department of Labor and Employment Security, should research the number and characteristics of expected new entrants to Florida's labor force; (8) the Career Information Delivery System should incorporate information about new and emerging occupations and on skill and preparation requirements; and (9) the Schools Program of the Job Service should provide particular support for women and minority groups. (The document includes 12 references and 2 appendices.) (CML)

ED 319 940 CE 054 892

The Role of Vocational Education in Dropout Prevention.
**Kentucky Governor's Council on Vocational Education, Frankfort.**

PUB DATE- Feb 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Career Counseling; Competency Based Education; *Dropout Prevention; *Dropout Programs; Dropouts; *Educational Administration; Educational Policy; Integrated Curriculum; Keyboarding (Data Entry); Postsecondary Education; Rehabilitation; Secondary Education; *State Programs; Summer Programs; Vocational Education
IDENTIFIERS- *Kentucky

The Governor's Council on Vocational Education prepared recommendations on vocational education's role in dropout prevention in Kentucky. Eight recommendations were developed as follows: (1) education decision-makers should take appropriate steps to revitalize and implement the concepts of a practical arts exploration program at the seventh- to ninth-grade level; (2) vocational education teachers and equipment should be involved in the teaching of keyboarding skills to seventh- to ninth-grade students as part of the universal use of computers; (3) vocational education should be made accessible to more students below the 11th grade; (4) active recruitment of youth who have been out of school for a minimum of 1 year should be instituted to enroll dropouts into vocational education programs that allow for slower paced, competency-based programs and lead to a regular high school diploma; (5) a curriculum committee should be established to develop strategies for a vocational high school diploma, explore and recommend ways to integrate successful vocational education practices into the general education curriculum, review and modify vocational education curricula so that high school basic skills credit may be given, and identify and remove unnecessary curriculum-imposed barriers to student opportunities for vocational education enrollment; (6) a joint venture to develop programs using vocational education methods for meeting special needs of children should be explored and rehabilitation provided; (7) additional vocational education counselors should be hired; and (8) the feasibility of a summer school program using vocational education facilities should be investigated. (CML)

Reaching Non-Readers: Meeting Needs in Adult Literacy Services. Results of a Conference of Adult Literacy Specialists at Gannett Foundation Headquarters (Arlington, VA, May 15, 1990). A Gannett Foundation Conference Report.

**Gannett Foundation, Arlington, VA.**
PUB DATE- 15 May 90
NOTE- 13p.; For the second conference report, see CE 055 090.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; *Basic Skills; Community Education; *Cooperative Programs; Correctional Education; Family School Relationship; Functional Literacy; Fund Raising; *Government School Relationship; Illiteracy; Library Services; *Literacy Education; Minority Groups; Policy Formation; Program Implementation; Shared Resources and Services; Special Needs Students; Staff Development; Technology Transfer

The first of two conferences on adult literacy focused on what needs to be done to give all nonreading U.S. adults the chance to learn to read, write, and do basic math. The number of adults seeking help in learning basic skills far exceeds the capacity of current adult literacy services to help them. Barriers to remedying the problem include lack of funds, training, and technological expertise. Conferences representing organizations that provide direct literacy tutoring and/or tutor training identified the following major needs: (1) money for training and technical assistance; (2) training in tutoring, the effective use of technology, program management, public policy development, and targeted tutoring approaches for minorities and other special populations; (3) cooperation at the national level in fundraising and sharing of resources and information; (4) collaboration among literacy providers, government, social services, business, and other sectors; (5) research on how many adults are in literacy programs and their progress; and (6) involvement of adult literacy specialists in changing public policy at the national and state levels. (The report includes an overview; a list of current unmet needs related to community programs, minorities, families and schools, prisons, technology, libraries, and staffing; a list of barriers; activities that could help solve problems and break down barriers; and a list of the 22 conference participants.) (CML)

ED 320 020 CE 055 116

*Azcoitia, Carlos*
Structured Peer Tutoring in Chicago's Vocational Education Program.

PUB DATE- Dec 89
NOTE- 141p.; Ed.D. dissertation, Northern Illinois University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; *Disadvantaged Youth; Educationally Disadvantaged; High Schools; Limited English Speaking; Mathematics Instruction; *Outcomes of Education; *Peer Teaching; *Program Effectiveness; Reading Instruction; Remedial Instruction; *Tutorial Programs; *Tutoring; Tutors; Vocational Education
IDENTIFIERS- Chicago Public Schools IL

A study investigated the impact that a structured peer tutoring program had on improving the mathematics and reading achievement scores of academically disadvantaged, handicapped, and limited English proficient students enrolled in vocational classes, and on the mathematics and reading achievement scores of their tutors. It also assessed 10 selected administrative procedures unique to the program. The subjects were 180 randomly selected students in vocational education classes in two Chicago public high schools. Ninety students were in a control group, and 90 received tutoring in reading and mathematics as related to vocational education classes. Students in both groups and the tutors were classified as special needs. Tutors were 60 students, with 30 students in a control group. The study found that the peer tutoring program had limited impact on the improvement of students in mathematics. However, the program had a positive impact on reading, particularly for academically disadvantaged and handicapped students. Tutors increased their mathematics scores, whereas their reading scores decreased. The most useful administrative procedures for the program were orientation workshops for tutors, the selection criteria used for tutors, and the technical assistance and support provided for tutors. Recommendations were made for program improvement. (Includes 59 references and study questionnaires and forms.) (KC)

ED 320 110 CS 010 104

*Anania, Joanne*

From Reader to Reader: An Incentive Program for Elementary School Children.

PUB DATE- 5 May 88
NOTE- 17p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Books; *Childrens Literature; Elementary Education; *Elementary School Students; Enrichment Activities; *Incentives; Literature Appreciation; *Reading Attitudes; Reading Habits; *Reading Programs; *Recreational Reading
IDENTIFIERS- Trade Books

From Reader to Reader is a reading incentive project designed to encourage voluntary reading and promote informal discussions about books among elementary school children. It was developed by members of Alpha Upsilon Alpha Honor Society of the International Reading Association and receives support from the Center for the Book in the Library of Congress as a Year of the Young Reader project. The project provides participating classrooms with stamped postcards and coordinates the exchange of postcards between classes at the same grade level in different states across the United States. Children use the postcards to share their enthusiasm about books they want to recommend to others their own age. Almost all teachers involved in the project have reported that their students were talking more with classmates about books as a result of their involvement in the project. The students offer each other advice and discuss characters, plots, and illustrations as they consider books to recommend. Teachers also report an increase in voluntary reading. All the students who chose to write about the project said they enjoyed it. Teachers are encouraged to develop their own versions of From Reader to Reader. (MG)

ED 320 124 CS 010 120

*Wilhite, Stephen C.*
Headings and Prior Knowledge in the Search and Recall of Text.
PUB DATE- 29 Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Higher Education; *Knowledge Level; Multiple Regression Analysis; *Reading Comprehension; Reading Processes; Reading Research; *Recall (Psychology)
IDENTIFIERS- *Headings; Text Factors; Text Processing (Reading)

A study was conducted to assess the possible effects of headings on the search and recall performance of high- and low-knowledge subjects, 153 college students in an introductory psychology course. Seventy-five of the subjects read a 1,760-word adaptation of the passage on organizational processes in memory--the low-knowledge passage. The other 78 subjects read a 1,760-word passage on human sexuality--the high-knowledge passage. Each passage was divided into eight sections by the inclusion of embedded headings, each consisting of a word or short phrase. For each section of each passage, one short-answer question quizzing high-level, main-idea information and one short-answer question quizzing low-level, detail information were generated. Approximately half of the subjects in each passage condition read the passage in booklet format with the headings present, and the remainder of the subjects read the passage with headings absent. Subjects answered questions on one test by consulting the text, and then in a second test based only on memory. Results indicated that headings can positively affect the performance of low-knowledge subjects as they search text for answers to questions. The score in the headings-present condition was significantly higher than the score in the headings-absent condition for the low-knowledge passage, but the score in the headings-absent condition was significantly higher than the score in the headings-present condition for the high-knowledge passage. (Three tables of data are included.) (MG)

ED 320 213 EA 021 829

*Devlin-Scherer, Roberta*

Marginal Teachers: Their Perceptions of Improvement.

PUB DATE- Mar 89

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Instructional Improvement; Professional Development; *Professional Training; *Teacher Behavior; Teacher Effectiveness; *Teacher Improvement; Teaching Skills

IDENTIFIERS- *Vermont

For over a decade, parents whose children are in the public education system have expressed concerns regarding the quality of teaching in their schools; yet little energy and study have been devoted to the topic of incompetent or marginal teacher improvement. To describe how marginal teachers perceived their improvement to be related to a staff development program, 6 marginal teachers were selected from a pool of 17 participants in a Stallings Effective Use of Time Program workshop. Profiles on each of the participants' teaching skills were constructed based on classroom observations completed in December 1987. The teachers, all from three rural northern Vermont schools, then participated in five workshops. The teachers were reobserved and a second profile was generated. In a sixth workshop, participants compared both profiles and noted improvements. Finally, interviews designed to elicit examples and illustrations of influences were conducted. The results indicate that: (1) knowledge of specific behaviors had a strong influence on the teachers' perceived improvements; and (2) topics of the workshops, the relationship with the trainer, and small group size were strongly related to perceived gains. These results show that data-based staff development programs can succeed, especially with marginal teachers untrained in the basics of their profession. (11 references) (KM)

ED 319 953 CE 054 908

Developing Entrepreneurial Competence among Minnesota's Technical Institute Students.
Minnesota State Council on Vocational Technical Education, St. Paul.

PUB DATE- Mar 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration; Educational Improvement; *Educational Needs; *Entrepreneurship; *Program Improvement; *Small Businesses; Student Characteristics; *Technical Institutes; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *Minnesota

Following up a 1987 study that had identified 1,169 entrepreneurial graduates of Minnesota's technical institutes from the 10-year time period prior to 1984, a study was conducted to determine how Minnesota's technical institutes presently promote entrepreneurial competence for their students and how they can help future students. Questionnaires were sent to the 1,169 identified entrepreneurs, and usable responses were received from 361. Among the findings were the following: (1) the 361 respondents came from 71 different vocational programs--with concentrations in the areas of agricultural, marketing/management, industrial trades, and service areas; (2) the entrepreneurs' business operations were relatively small, averaging about five employees; (3) types of businesses were mainly service oriented, but included agricultural, retail, construction, wholesale, and manufacturing; and (4) five key business management competency areas rated as their top instructional interests by the business owners were management of capital/cash flow, use of computers, business planning, marketing skills, and accounting tax procedures. Recommendations were made to emphasize these five competency areas in small business and entrepreneurial education programs, to emphasize business management skills in various curriculum areas, and to promote the involvement of vocational program instructors in business management initiatives in all program areas. (Appendices include the questionnaire, respondents' comments, 22 tables, and 44 references.) (KC)

ED 319 966 CE 054 930

# Evaluation of the Chapter 30 Program for the Department of Veterans Affairs. Final Report.

Booz Allen and Hamilton, Inc., Washington, D.C.
SPONS. AGENCY- Department of Veterans Affairs, Washington, DC.
PUB DATE- 15 Jun 89
NOTE- 154p.
CONTRACT- V101(93)P-1203
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Adults; Cost Effectiveness; Databases; *Educational Administration; Educational Finance; Education Work Relationship; Eligibility; Fringe Benefits; Higher Education; Management Information Systems; *Program Evaluation; *Student Financial Aid; Student Recruitment; *Veterans; *Veterans Education
IDENTIFIERS- *G I Bill

A study of the administration of the Chapter 30 education and training programs for veterans by the Veterans Administration (VA) was conducted. Data were collected from October 1988 through April 1989 through interviews with 49 program officials; 2 site visits; a mail survey; a telephone survey; a log of inquiry activity; and available information on budget, workload, and other program statistics. Findings showed that the VA's approach to administering the Chapter 30 program was generally appropriate. The VA was most successful in meeting basic program objectives, such as verification of eligibility of veterans, payment of benefits, and monitoring of veterans to ensure they remain eligible. Areas of less effectiveness included the accuracy, timeliness, and cost-effectiveness of benefit processing and the dissemination of Chapter 30 information to veterans. Among the recommendations were the following: development of a management information system; development of an online, interactive facility database; development of an automated database for Chapter 30 circulars and other procedural information; development of easy-to-understand materials for Chapter 30 application and monthly certification; and development of general materials for veterans on Chapter 30 eligibility, application, and information sources. (The report includes 29 exhibits and 3 appendices as follows: regional office survey results; a listing of management and staff interviews by division; and a 17-item bibliography.) (CML)

ED 319 992 CE 055 025

*Murray, Jennifer*
Staff Retention. Personnel Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-21-3
PUB DATE- 89
NOTE- 90p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; Conflict Resolution; Employee Attitudes; Employer Employee Relationship; *Employment Practices; Foreign Countries; *Hospitality Occupations; Hotels; Job Development; Job Enrichment; *Job Satisfaction; Labor Turnover; Management Development; Motivation; Organizational Climate; *Personnel Management; *Personnel Policy; Personnel Selection; Quality of Working Life; Staff Utilization; Supervisory Training; Tourism
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry is based on the view that problems in staff recruitment and retention are directly linked to the level of job satisfaction. The document begins with an introduction and advice on how to use the unit. Five sections cover the following topics: (1) how staff view their work; (2) conditions of the job; (3) staff motivation; (4) job design; and (5) recruitment. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

ED 320 050 CG 022 545

*Linsk, Nathan L.; Cich, Patricia J.*

Persons with AIDS/HIV and Nursing Homes.

PUB DATE- Feb 89
NOTE- 32p.; Earlier version of paper presented at the Annual International Conference on AIDS (5th, Montreal, Quebec, Canada, June 4-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Chronic Illness; *Health Care Costs; *Nursing Homes; *Referral

This study examined the experience and planned activities regarding nursing home admissions of persons with Acquired Immune Deficiency Syndrome (AIDS). Surveys were sent to 235 nursing home administrators in Illinois to obtain information on the facility, staff needs and experiences in service provision to persons with human immunodeficiency virus (HIV) infection, admissions and finances, and respondent information. Responses from 54 nursing homes revealed that fewer than 10% of the facilities received referrals and none reported admissions of persons with AIDS. A variety of issues were reported that blocked prospective care of persons with AIDS. Reimbursement concerns predominated, with 25-47% of respondents potentially willing to admit persons with AIDS if given adequate reimbursement. Anticipated staffing concerns included fear of attrition and recruitment problems, staff resistance, family concerns and training and supervision. Concerns about residents included resident fears and lack of information, capability to care for persons with AIDS-related illnesses and issues about age mix of residents. Within the homes, activities included discussion of the AIDS issues and sending staff to AIDS education programs. These findings suggest that, while education provided to nursing home administrators and staff may quell some fears about infection control and the clinical picture of care for persons with AIDS-related illnesses, more adequate protocols for assessment, reimbursement, and referral linkages are needed to facilitate appropriate care. (Author/NB)

ED 320 080 CG 022 584

Making the Grade: A Report Card on American Youth. Report on the Nationwide Project. Not Making the Grade: A Report Card on American Youth.

National Collaboration for Youth, Washington, DC.

PUB DATE- Apr 90

NOTE- 71p.

AVAILABLE FROM- National Collaboration for Youth, 1319 F Street N.W., Suite 601, Washington, DC 20004.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adolescents; Crime; *Delinquency; *Dropouts; Elementary Secondary Education; *Illiteracy; *Pregnancy; *Substance Abuse; *Unemployment; Youth Problems

Making the Grade was a national and local level project designed to raise public awareness and stimulate cooperative action on behalf of American youth. Over the past 3 years, Making the Grade reviewed America's progress in solving problems that prevent youth from becoming productive workers and responsible citizens. It examined the areas of functional illiteracy, juvenile crime, school dropouts, substance abuse, teenage pregnancy, and youth unemployment. A national report card designed to grade America on progress in eradicating these problems contained all Ds and Fs. This report reviews project efforts during the past 3 years and features the collective outcomes of the project in local communities. Included are an executive summary, introduction, and sections explaining the project's premises and purposes, potential, and accomplishments. Other sections of the report focus on the national media campaign, the community engagement process, feedback from town summit meetings, and lessons learned and implications for action. A list of communities participating in the project, a list of national participating organizations, information on the National Collaboration for Youth and the National Assembly of National Voluntary Health and Social Welfare Organizations, Inc., and a description of products resulting from the Making the Grade project are appended. The separately published report card brochure, "Not Making the Grade," is appended. (NB)

ED 320 140 CS 010 143

*Anderson-Madaus, Lynn*

Cognitive Mapping as a "Bridge" Activity.

PUB DATE- 8 May 90
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Mapping; *Learning Strategies; *Outlining (Discourse); Readability; Reading Comprehension; Secondary Education; Teaching Methods; Textbook Evaluation
IDENTIFIERS- Expository Text; Mapping; *Semantic Mapping

Cognitive mapping is widely used in elementary schools to create visual representation of text as an aid to learning. Mapping should be used at the secondary level also to facilitate learning of expository text or lectures. In addition to the traditional uses of mapping, it is useful for (1) providing a bridge or prelude to outlining, (2) evaluating text readability, and (3) assessing the effectiveness of text clues. If a student has been taught to create cognitive maps, the relationships between ideas are visually obvious, and students need only to translate the visual format into the outline. Mapping texts more accurately assesses their comprehensibilities than readability formulas which typically count syllables and/or sentence length. Mapping can also be used to evaluate the usefulness of text features; helping the teacher determine if text features serve to clarify or confuse important concepts. (An example of a cognitive map and an outline generated from the map are attached, as well as two comparative cognitive maps.) (MG)

ED 320 200 EA 021 753

Boards, Students and Community: A Curriculum for School Board Governance.
**Pennsylvania School Boards Association, New Cumberland.**
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Boards of Education; *Curriculum; High Schools; Instructional Materials; School Administration; *School Organization; *School Role; *Social Studies; Student School Relationship
IDENTIFIERS- *Pennsylvania

American society places great demands on the young people who attend U.S. public schools. Required courses and basic education needs jam the curriculum. It is little wonder that sometimes it becomes difficult for teachers and school officials to incorporate into the curriculum basic units regarding the public schools and local school governance; yet many of Pennsylvania's high school seniors are eligible to hold office as school directors, and all the state's high schoolers will eventually pay school taxes. This student booklet is the Pennsylvania School Boards Association's attempt to provide helpful information to supplement the social studies curriculum. Designed as a minicourse of 3 to 10 class periods in duration, this document is to be used at the discretion of the teacher. In addition to this student booklet, a Teacher's Resource Notebook is available that contains several possible instructional strategies, transparencies, and other classroom activities. Pennsylvania has a rich, diverse history of educational excellence. A study of Pennsylvania, its people, its economy, and its geography is also a study of its public schools and educational accomplishments. (KM)

ED 320 227 EA 021 862

Excellence at Work: The Issues.
National Governors' Association, Washington, D.C.
REPORT NO.- ISBN-1-55877-102-6
PUB DATE- 90
NOTE- 29p.
AVAILABLE FROM- Publication Sales, National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572 ($15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Impact; Elementary Secondary Education; Futures (of Society); *Human Capital; Labor Education; *Labor Force Development; Labor Needs; *Long Range Planning; *Policy Formation; Public Policy; *State Action

Major developments are occurring worldwide that have brought about an interdependent global economy. At the same time, demographic changes are reshaping the American work force. How we respond to these forces will shape our nation's viability and well-being. Ultimately, success in economic competition is determined in the workplace. Many of our businesses face the need to modernize, restructure how work is done, and better use technological advances to compete effectively. The resulting increase in skill demands will place a high priority on workers' abilities to adapt to new methods of operation and to acquire new skills. With future work force growth dependent upon recruiting traditionally underrecruited groups such as women, minorities, and immigrants, new approaches to human resource management will be required. Many American businesses are already addressing these socioeconomic shifts through integrated business planning, resource allocation, and human resource development. Similarly, states must bring together their education, employment and training, and economic development systems. (RJS)

ED 319 884 CE 053 901

*Hennessy, Stephen S.*
Snowmobile Repair Curriculum Use by Community Type in the State of Alaska.
PUB DATE- Dec 88
NOTE- 55p.; Master's project, San Jose State University. For related curriculum guide, see CE 054 859.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Auto Mechanics; *Community Characteristics; Course Content; Curriculum Development; *Curriculum Evaluation; Engines; Instructional Materials; Material Development; Postsecondary Education; Relevance (Education); *Repair; Secondary Education; *Small Engine Mechanics; State Curriculum Guides; *Teacher Attitudes; Vocational Education
IDENTIFIERS- *Alaska; *Snowmobiles

A project was conducted to develop a curriculum in snowmobile repair and to determine if that curriculum was appropriate for snowmobile training programs in secondary schools throughout the state of Alaska. The completed curriculum was distributed by the Alaska Department of Education to snowmobile training personnel in the state. A stratified sample of 58 instructors across the state was surveyed to determine if the curriculum was being used or if it would be useful in the future, with 29 usable surveys returned. The results of the survey were subjected to a chi-square statistical test to determine if there existed a relationship between the usefulness of the curriculum and the community type served by the training program. Analysis of the data showed no statistically significant relationship between the usefulness of the snowmobile repair curriculum and the community type. The study found that the curriculum is appropriate instructional material for Alaskan snowmobile repair programs, regardless of the community type served. (A review of instructors' comments also led to corrections in the curriculum, which are included in this report.) (KC)

ED 319 912 CE 054 850

*Kaltwasser, Stan; Flowers, Gary*
Commercial and Industrial Wiring.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 710p.; For related documents, see CE 054 849 and CE 055 217. Printed on colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 801401: $19.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Construction (Process); Course Content; Curriculum Guides; Electrical Occupations; Electrical Systems; *Electric Circuits; *Electricity; *Entry Workers; *Job Skills; *Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; Test Items; Units of Study
IDENTIFIERS- *Electrical Wiring

This module is the third in a series of three wiring publications, includes additional technical knowledge and applications required for job entry in the commercial and industrial wiring trade. The module contains 15 instructional units that cover the following topics: blueprint reading and load calculations; tools and equipment; service; transformers; rough-in; lighting; motors and controllers; electrical diagrams and symbols; two and three wire controls; separate control circuits; sequence control circuits; jogging controls; reversing starters; special control circuits; and programmable controls. A special supplement of practice situations is also provided. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a glossary; a list of tools, equipment, and materials; and 19 references are provided. (KC)

ED 319 979 CE 054 963

*Carnevale, Anthony P.; And Others*
Workplace Basics: The Essential Skills Employers Want. ASTD Best Practices Series: Training for a Changing Work Force. First Edition.
American Society for Training and Development, Alexandria, VA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-1-55542-202-0
PUB DATE- 90
NOTE- 494p.; Part of the Jossey-Bass Management Series. For related documents, see ED 299 462 and CE 054 961-964.
GRANT- 99-6-0705-75-079-02
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($34.95).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adults; *Basic Skills; Career Development; Creative Thinking; Employees; *Employer Attitudes; *Employment Potential; *Employment Qualifications; Goal Orientation; Interpersonal Competence; *Learning Strategies; Motivation; Problem Solving; Self Esteem; Speech Skills; Teamwork
IDENTIFIERS- *Workplace Literacy

This book is designed to provide readers with an in-depth understanding of the 16 skills that employers believe are workplace basics. Part One centers on the economic importance of the 16 skills and provides a theoretical basis for why these skills are important. Part Two discusses the foundation skill, learning to learn, on which all other skills are based. Part Three explores reading, writing, and computation, the skills on which technical competence is built. Part Four deals with oral communication and listening, the skills that enable people to communicate effectively on the job. Part Five covers problem solving and creative thinking, the adaptability skills that enable workers to be flexible in the workplace. Part Six discusses self-esteem, motivation and goal setting, and employability and career development, the developmental skills that enable people to keep and hold jobs and to move up the career ladder. Part Seven examines interpersonal skills, teamwork, and negotiation, the group effectiveness skills that enable people to work together productively. Part Eight considers organizational effectiveness and leadership, the influencing skills that enable people to bring a task to completion. Part Nine presents the applied approach, including a model for establishing a workplace basics program. A 40-page list of references and suggested readings is included, as well as a name index and a subject index. (CML)

ED 320 065 CG 022 560

*Feldman, Penny Hollander; Sapienza, Alice M.*
Understanding Job Satisfaction and Turnover in the Home Aide Work Force.
PUB DATE- 17 Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988); for related document see CG 022 561.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Foster Care; Attendants; *Caregivers; Critical Path Method; Disabilities; *Frail Elderly; *Home Health Aides; Job Satisfaction; *Labor Turnover; Long Term Care; Models; *Recruitment; *Residential Care; Surveys
IDENTIFIERS- Michigan Organizational Assessment Questionnaire

Increasing demands for home health aides to the frail elderly and disabled, coupled with a high rate of turnover among these aides, has led to growing concerns over worker recruitment and retention in the home care industry. This paper therefore describes a model developed to explain job satisfaction and turnover among home health aides. The model was tested using survey data collected for a Ford Foundation-sponsored home care demonstration in five cities. The methods used to estimate the model included an adaptation of the Michigan Organizational Assessment Questionnaire to the circumstances of the home aide's job. This instrument was administered to workers employed by 17 agencies in five cities (Boston, Massachusetts; Milwaukee, Wisconsin; New York City, New York; San Diego, California; and Syracuse, New York). Based on critical path analysis, a causal model was developed to explain two outcomes of the questionnaire: intrinsic job satisfaction and intent to leave the job. Youth, loneliness, and dissatisfaction with pay and benefits were the major determinants of aides' intent to leave, while factors affecting workers' job satisfaction included positive attitudes about pay and benefits, supervisor supportiveness, and task variety. The importance of age as a predictor of turnover suggests that employers should focus their recruiting efforts on older workers, who because of temperament or lower employment aspirations seem more inclined to stay with the job. (Tables are included.) (TE)

ED 320 095 CG 022 600

*Mirfakhrai, Mohammad H.*
Job Satisfaction of Academic Librarians: A Review of Literature.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Colleges; Higher Education; *Job Satisfaction; Librarian Attitudes; *Librarians; Universities

This literature review on job satisfaction of academic librarians is divided into two sections. The first section deals with the conceptual framework which includes two theoretical approaches to job satisfaction. These theories include Maslow's Needs Hierarchy Theory and Herzberg's Two-Factor (Motivation/Hygiene) Theory. Criticisms of these theories are also discussed. These content theories attempted to determine factors contributing to the satisfaction/dissatisfaction of an individual. Literature on job satisfaction among university faculty and school teachers is also reviewed, since this literature is assumed to be analogous because of the identical job characteristics of faculty and teaching responsibilities. The second section reviews available literature regarding job satisfaction in general, and specifically factors related to job satisfaction of academic librarians. In addition, demographic variables and their relation to job satisfaction, particularly academic librarians is reviewed. A five-page reference list is included. (ABL)

ED 320 156 CS 212 382

*Weiss, Robert O.*
Conference Maketh a Ready Person: A Preliminary Study.
PUB DATE- 22 Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Content Analysis; *Discourse Analysis; Freshman Composition; *Group Discussion; Group Dynamics; Higher Education; *Learning Processes; *Speech Communication; Writing Evaluation; Writing Research
IDENTIFIERS- *Academic Discourse; Active Learning

The study reported in this paper attempted to find out what evidences of active learning were displayed in the "ready," i.e., prompt and appropriate responses called for in classroom oral communication. Such an inquiry leads toward the claim that the learning process itself is a suitable arena for evaluation, and thus that the evaluation of written and oral communication practices provide acceptable evidence of disciplinary learning. To test this assertion, a college composition class was instructed to discuss the "Japanese idea of beauty," and written transcripts were made of the oral discussions. Students were also given reading assignments on the subject and were required to write short papers.

Two oral discussions and 14 written papers were examined. From an analysis of the transcripts and papers, six categories, each representing a certain kind of learning process, emerged: (1) synthesizing outside material; (2) linking ideas together; (3) discovering contradictions; (4) suggesting qualifications; (5) internalizing; and (6) tentativeness. Analysis of these categories indicates that important intellectual processes defined as "readiness" may be observed in oral classroom discussion, and may be seen as representations of active learning. If encouraging synthesis of ideas is an educational objective, evidence of it is present in oral interaction. If the aim is to promote contradiction and challenge, tentativeness and exploration, internalization and commitment, educators can look to class discussions for signs of success. (SG)

ED 320 242 EA 021 891

Guide to Effective Business Practices in Buying School Supplies, Instructional Materials, Equipment and Services.

Association of School Business Officials International, Reston, VA.

REPORT NO.- ISBN-0-910170-53-3
PUB DATE- 90
NOTE- 21p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials International, 11401 North Shore Drive, Reston, VA 22090-4232 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bids; *Business Administration; Elementary Secondary Education; *Equipment; *Purchasing; *Supplies

This guide to effective business practices is intended to assist schools in establishing general policies and procedures for buying supplies, instructional materials, equipment, and services. Federal, state, and local laws must be considered in addition to the recommendations made in this report. Practical guidelines are given for selecting bidders, timing bids, determining bid due dates, mailing invitations to a bid, the duration of bid prices, delivery charges, and bid analysis. Advice is provided concerning integrating a school's ordering system with its bidding procedures and for handling ordering, back orders, deliveries, and payments. Four appendices define categories of equipment, supplies, and services; detail business officers' responsibilities when receiving freight; and define a modern code for educational purchasing. (MLH)

ED 320 257 EA 021 910

*English, Fenwick W.; Hill, John C.*
Restructuring: The Principal and Curriculum Change. A Report of the NASSP Curriculum Council.
**National Association of Secondary School Principals, Reston, Va.**
PUB DATE- 90
NOTE- 30p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 2109008, $3.00 quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Change; *Educational Innovation; *Principals; *School Restructuring; Secondary Education

Different groups have different ideas about how schools should be restructured. Although decision-making and control are increasingly shared with other groups, the principal remains most accountable. Innovative leadership styles, such as the inhouse critic and the master generalist, address issues of curriculum totality, function, and goals. Restructuring education involves abandoning some structural metaphors, such as the linear staircase model, and considering alternatives. The nonlinear, holistic spider web model requires radical structural changes in time/space relationships, scheduling, and teaching practices. This report also includes a developmental staging plan for school restructuring and scenarios of decision-making situations encountered by principals. (42 references) (LMI)

ED 320 272 EA 021 933

Reducing the Risk: A School Leader's Guide to AIDS Education, Volume 2. Leadership Reports.
National School Boards Association, Alexandria, VA.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 89
NOTE- 49p.
CONTRACT- U62-CCU302799-01
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($5.00 prepaid plus $1.25 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Behavior Change; *Behavior Modification; *Board of Education Role; Communicable Diseases; Community Attitudes; Disease Control; Elementary Secondary Education; *Health Education; Health Promotion; Moral Values; Physical Health; *Prevention; Venereal Diseases

Human Immunodeficiency Virus (HIV) infection first and foremost is a medical problem, but it entails a host of other problems--social, moral, ethical, legal, and fiscal--with numerous and complex implications for the entire community, including schools. Public health officials stress that the combined efforts of federal and state governments, schools, local agencies, and national and local organizations are needed to combat the spread of this deadly virus. Because education is the most effective means for controlling the epidemic, education to prevent HIV infection should focus on those people who practice risky behaviors, including school-age youth. The results of a 1987 study of sexually active teenagers, however, show that knowledge alone will not have the desired effects on adolescents; HIV education must focus on behaviors. While the best way to approach HIV education is to educate the entire school staff--with special emphasis on inservice sessions for teachers--before students receive classroom instruction, ultimately HIV education responsibility belongs to local school boards. As the appointed officials of their local schools, board members are in the best position to ensure that an HIV education program reflects community needs and values and is designed and implemented appropriately and effectively. (59 references) (KM)

ED 319 899 CE 054 795

The Continuing Crisis: A Special Look at "Education for Work."
**National Association of Counties, Washington, DC.**

PUB DATE- 1 Jun 89
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Basic Skills; Cooperative Programs; *Educational Needs; *Educational Policy; Educational Practices; Educational Resources; Educational Trends; *Education Work Relationship; Employment Programs; *Federal Programs; *Futures (of Society); Institutional Cooperation; Job Skills; *Job Training; Postsecondary Education; Program Development; School Business Relationship; Secondary Education
IDENTIFIERS- *Job Training Partnership Act 1982; Kentucky (Louisville)

This report looks at the concerns and issues about the growing involvement of the Job Training Partnership Act (JTPA) in education, provides legislative information and primers about the programs in the three education areas with which JTPA links most often, and provides program models and resources. Specifically, the report looks at four areas: (1) the need for education for work (the need for post-high school but less than college education), one of the few education components that is not well funded or supported; (2) suggestions for improvement, such as more competition between local schools, tighter eligibility, more intensive services, and more linkages between local agencies; (3) making education for work happen--coordination that includes understanding the resources available and the final goal, education for work that focuses on basic skills needed for employment, and understanding the barriers; and (4) the large number of federal programs serving JTPA-eligible populations (vocational education, adult education, and secondary/elementary education) with limited funding. Appendixes to the report include a summary of HR7--the Applied Technology Education Amendments of 1989; a list of educational programs, regional contacts, and the administration's fiscal year 1990 budget proposal; the Louisville, Kentucky, partnership student contracts and curriculum; and a list of national clearinghouses. (KC)

ED 320 021 CE 055 123

Public Meeting on Vocational Education (Harrisburg, Pennsylvania, November 16, 1989). Summary.
Pennsylvania State Council on Vocational Education, Harrisburg.
PUB DATE- 16 Nov 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Agricultural Education; Apprenticeships; Business Education; Competency Based Education; Consumer Education; Cooperative Programs; Counseling; *Educational Attitudes; Educational Finance; Exceptional Persons; Home Economics; Homemaking Skills; One Parent Family; Postsecondary Education; Professional Development; Program Implementation; *Program Improvement; School Guidance; Secondary Education; State Legislation; *State Programs; Teacher Certification; *Vocational Education; Vocational Schools
IDENTIFIERS- *Pennsylvania State Council on Vocational Educ

This report summarizes the views expressed by 25 speakers and in 13 written reports at the public meeting of the Pennsylvania Council on Vocational Education. Comments are summarized on the following 13 topics: school code regulations; technical institutes; consumer and homemaking education; business education; agriculture education; students with special needs; postsecondary vocational education; professional development and certification; guidance and counseling services; competency-based curriculum; funding and reimbursements; single parent/homemaker programs; and vocational education and apprentice program coordination. The number of comments on each topic is tallied. Photographs are included. (KC)

ED 320 111 CS 010 105

*Nash, George H.*
Books and the Founding Fathers: A Lecture To Commemorate the Year of the Reader, Delivered on November 1, 1987. The Center for the Book Viewpoint Series No. 23.
**Library of Congress, Washington, DC. Center for the Book.**
SPONS. AGENCY- Daniel J. and Ruth F. Boorstin Publications Fund.; National Commission on Libraries and Information Science, Washington, D. C.
REPORT NO.- ISBN-0-8444-0641-4
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intellectual Experience; *Library Acquisition; Library Role; Reading Attitudes; *Reading Habits; *Reading Interests; *United States History
IDENTIFIERS- Adams (John); Eighteenth Century; *Founding Fathers of the United States; Jefferson (Thomas)

The great majority of the Founding Fathers were readers. In fact, the leading political figures of late eighteenth-century America were generally, and often intimately, acquainted with the output of the greatest European minds of the day--and of the minds of the ancient western world. Two factors above all placed an ineffaceable stamp on the reading habits of the American revolutionaries: (1) the prevailing mode of their education was rigorous, classical, and thoroughly book-oriented; and (2) the political and social upheaval of which they were the architects and beneficiaries caused them to consult the experience of the past to make sense of their current tribulations and to guide them in their epic task of nation-building. John Adams and Thomas Jefferson, two of the most intellectual of the Founding Fathers, took extraordinary pains to create not just serviceable personal libraries but collections of superlative quality. Most noteworthy about the Founding Fathers' reading habits was their tendency to regard books not as ornaments but as tools. The Founding Fathers were readers, collectors, users, and creators of books. A few of them went further and became founders of institutional libraries. Through books, they sought both knowledge and self-knowledge, the means by which better to live. (RS)

ED 320 125 CS 010 122

*Clay, Marie M.*
Reading Recovery in the United States: Its Successes and Challenges.
PUB DATE- Apr 90
NOTE- 31p.; Speech presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Grade 1; *High Risk Students; Instructional Effectiveness; Primary Education; Program Descriptions; *Reading Instruction; *Reading Research; Theory Practice Relationship
IDENTIFIERS- Clay (Marie); New Zealand; Ohio; *Reading Recovery Projects

Presented by the originator of the project, this speech addresses Reading Recovery as a prevention model to reduce literacy problems, as a model of what an early intervention strategy based on grounded theory looks like, and as a breakthrough in a conceptual barrier pointing to what is possible. Sections of the speech include: (1) "Who Needs a Reading Recovery Program?"; (2) "Reading Recovery in New Zealand, 1984-1988: National Implementation"; (3) "What Is Possible?: A Grounded Approach to Theory and Practice"; (4) "What Was Possible in Ohio?"; and (5) "Some Challenges for Further Research." The speech argues that the name "Reading Recovery" is misleading: what most people miss is that it is a literacy program to be evaluated as overcoming problems in both reading and writing. (Two tables of data are included; 33 references are attached.) (RS)

ED 320 171 CS 506 844

*Oaks, Harold R.*
NAST Survey of Institutions Granting the Ph.D. in Theatre: Summary of Results.
**National Association of Schools of Theatre.**
PUB DATE- Jul 88
NOTE- 11p.; For follow-up survey, see CS 506 845.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Degree Requirements; Doctoral Degrees; Doctoral Programs; *Higher Education; National Surveys; School Surveys; *Theater Arts
IDENTIFIERS- *National Association of Schools of Theatre

This paper, the first of two related documents, presents the findings of a survey undertaken for the National Association of Schools of Theatre (NAST) to determine current practices in Ph.D. granting institutions regarding standards, goals, and objectives of this terminal degree in theater in the United States. The survey presents information regarding Ph.D. program purposes, expected competencies, requirements, total hours required, final projects, specializations, faculty characteristics, other requirements for the Ph.D., and number of graduates per university. A list of institutions offering Ph.D. programs in theater in the United States as of July 1988 is appended, along with a list of Ph.D. thesis topics indicated by respondents, and one indicating type of employment of program graduates. (SR)

ED 320 214 EA 021 832

*Berry, James E.; And Others*
Characteristics and Considerations for Change--Implementing Excellence and Accountability.
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Change Strategies; *Educational Change; Elementary Secondary Education; *Excellence in Education; *Pilot Projects
IDENTIFIERS- *Governeur Central School District NY

The Excellence and Accountability pilot program sponsored by the New York State Education Department was an opportunity for the Governeur Central School District to redefine decision-making in regard to teaching and learning. The program, which is moving school management closer to the source of learning (the teacher), is a process of change resulting from policies, behaviors, and attitudes shaping the learning environment. This report discusses the characteristics and considerations for change, beginning with six assumptions concerning change as a highly personalized experience. The traditional justification for bureaucratic organization of schools has been that a smooth-running school facilitates learning. However, when efficiency begins to control the school's educational practice, teachers react in ways that reduce educational quality rather than enhance it. In fact, teachers tend to control their students in much the same way as they are controlled by administrators. The Excellence and Accountability program has six components: annual public reporting, school building registration/registration review, district standards of excellence, a 5-year school education plan, an independent review of education plan, and a strategy for coordinating people. The characteristics of change that must be implemented and evaluated within the context of improving school systems include administrative vision and leadership, leadership through empowerment and organizational teaming, goal definition, and the management of incremental change. A change quotient rating scale is appended. (10 references) (MLH)

ED 320 036 CE 055 317

*Bodilly, Susan J.; Menefee-Libey, David*
Mapping the Pittsburgh Work-Related Education System.
**National Center on Education and Employment, New York, NY.; Rand Corp., Santa Monica, Calif.**
SPONS. AGENCY- Howard Heinz Endowment, Pittsburgh, PA.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- N-3025-ED/HHE
PUB DATE- Dec 89
NOTE- 129p.; For a related report, see CE 055 316.
AVAILABLE FROM- Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Planning; *Corporate Education; *Education Work Relationship; Entry Workers; Inplant Programs; Inservice Education; *Job Training; Labor Force Development; Postsecondary Education; *Proprietary Schools; Public Schools; Secondary Education; Skilled Occupations; Trainees; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Pennsylvania (Pittsburgh)

A study described the education and training providers that contributed to preparing and upgrading the Pittsburgh region's work force. Providers were classified as either: (1) formal, secondary providers; (2) formal, postsecondary providers; or (3) informal, postsecondary providers, such as training provided by employers and community-based organizations. Providers were considered formal if they granted credentials to program completers and informal if they did not. In addition to institutional providers, several governmental programs, such as those of the Job Training Partnership Act (JTPA), displaced workers programs, and state-sponsored customized job training programs, were identified. In 1985-86, public schools provided the only work-related education available at the secondary level, and area vocational technical schools served about 27 percent of all vocational students. Community colleges and proprietary schools provided most of the formal postsecondary occupational education. Proprietary schools enrolled more vocational students and had larger vocational expenditures than the community colleges. On-site training by employers accounted for about half of the expenditures on work-related education in the region. Those being trained by employers tend to be those with higher levels of education and experience, rather than unskilled workers or those new to the work force. JTPA programs provided training for more than 18,000 persons in 1988. (The document contains a discussion of issues for community-based planners who seek to improve the region's work-related education system.) (CML)

ED 320 186 CS 507 201

*Phipps, Steven P.*
Film/Video Animation: A Bibliography.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Animation; Film Industry; Film Production; *Films; Television
IDENTIFIERS- Computer Animation; Film History; Video Technology

Comprising approximately 475 items, this bibliography on film and video animation includes books and journal articles dating from 1917 to 1988. Both American and foreign sources are represented in the bibliography. (RS)

ED 319 927 CE 054 869

Tech Prep Compendium of Models.

**Delaware Statewide Vocational - Technical High Schools.; Delaware Technical and Community Coll., Dover.**

PUB DATE- 89

NOTE- 31p.; Document is typed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Articulation (Education); Competency Based Education; Consortia; *Cooperative Programs; *Curriculum Development; Models; Postsecondary Education; Program Evaluation; Public Relations; *School Business Relationship; Secondary Education; *Technical Assistance; *Transitional Programs; Vocational Schools

IDENTIFIERS- *Delaware

This document describes the Delaware approach to transition from the secondary vocational center to postsecondary education. A consortium of state legislators and state and local educators, the Delaware Consortium on Technical Preparation Programs (Tech Prep), has the following mission: establish lines of communication between participating secondary and postsecondary institutions involved in the articulation process; identify which secondary and postsecondary instructional programs can be easily coordinated for transition; rewrite or expand curricular competencies in those instructional programs identified for articulation; cooperatively design guidance forms, test forms, and course competency checklists for participating students; publish and distribute a quarterly newsletter about articulation and Tech Prep efforts; develop a functional operational model to solicit the involvement of business and industry; design an evaluation model to track program and student success; provide technical assistance to cooperating instructors for curriculum development; and conduct a public relations effort to enhance student and public awareness of the program. Figures showing a business and industry model, a workshop model, a student progress model, and the Tech Prep evaluation model are included, along with a sample articulation agreement. (CML)

ED 319 941 CE 054 893

# A Study of Continuing Education for Selected Occupations Licensed by the State of California.

California Univ., Berkeley. Office of the Statewide Dean.
PUB DATE- Jan 89
NOTE- 54p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; *Continuing Education; Postsecondary Education; *Professional Education; Professional Occupations; *State Licensing Boards; *State Standards; Technical Occupations
IDENTIFIERS- *California; *Mandatory Continuing Education

This paper provides, for the state of California: (1) a review of state licensing and continuing education requirements; (2) a brief discussion of trends in legislation along with arguments over the effectiveness of mandatory continuing education; (3) a listing of occupations and their continuing education requirements; (4) a listing of state agencies involved in licensing vocations and businesses; and (5) detailed information on the mandatory continuing education and license renewal requirements for each occupation that has such requirements. Occupations for which continuing education requirements are detailed include the following: accountant, acupuncturist, chiropractor, cosmetology instructor, counselor, dental assistant, dental hygienist, dentist, hearing aid dispenser, lawyer, nurse (vocational, anesthetist, practitioner, psychiatric/mental health, public health, registered), midwife, nursing home administrator, optometrist, pest control and agricultural operatives and advisors, pharmacist, physicians, podiatrist, property tax appraiser, psychiatric technician, psychologist, real estate broker and salesperson, respiratory therapist, social worker, tax preparer and interviewer, and teacher. (KC)

ED 319 954 CE 054 909

Office Systems. Competency Based Program Content Standards for Office Occupations.
Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Competency Based Education; *Course Content; Curriculum Development; Data Processing; Job Analysis; *Occupational Information; *Office Occupations Education; Receptionists; Secondary Education; Secretaries; *State Programs; *State Standards; Typewriting; Word Processing
IDENTIFIERS- *Oregon

This document is intended to help Oregon district-level curriculum planners, teachers, regional coordinators, and department of education staff plan programs to meet the entry-level needs of office support workers and to prepare students for a postsecondary learning experience. The instructional program is described in terms of goals, approval criteria, configuration options, course titles, course descriptions, and content standards. Content standards include those for basic skills, technical skills, and employment skills and attributes identified for a career as secretary, receptionist, typist-clerk, word processing operator, or data processing operator. The standards are based on occupational information taken from the Oregon Office Systems and Marketing Technical Committee Reports and the Lane County Office Systems Committee task list. The document also includes: information on the process of program approval, office systems vocational cluster approval criteria, a content standards course matrix, competency statements regarding basic and technical skills, definitions, and five references. A matrix that shows skills designated essential learning skills and where they occur in the curriculum, a work history record form that incorporates a competency profile, and a sample competency certificate are provided in the appendices. (CML)

ED 319 967 CE 054 932

*Dole, Elizabeth*

State of the Workforce Address.

Department of Labor, Washington, D.C.
PUB DATE- 26 Oct 89
NOTE- 8p.; Paper presented to the State Teachers and Principals of the Year (Washington, DC, October 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Literacy; At Risk Persons; *Basic Skills; *Cooperative Programs; Demonstration Programs; Disabilities; Economically Disadvantaged; *Education Work Relationship; Employer Supported Day Care; Functional Literacy; High Risk Students; High Schools; Labor Force Development; *Minority Groups; Personnel Selection; *Quality of Working Life; Reading Skills; *School Business Relationship; Transitional Programs; Writing Skills
IDENTIFIERS- *Workplace Literacy

The U.S. work force is unready for the new jobs, unready for the new realities, unready for the new challenges of the 1990s. Across the board, jobs are demanding better reading, writing, and reasoning skills and more math and science. Statistics define the scope of the problem: 25 percent of young people drop out of high school; 70 percent of all high school seniors cannot write a basic letter seeking employment, and 60 percent of them cannot correctly add up their own lunch bills. The skills of a large number of experienced workers are now obsolete or soon will be made obsolete by changes in technology. At least 20 million adults experience substantial literacy problems. Proposals for partnerships between business, labor, and education include the following: a Secretary's Commission on Achieving Necessary Skills; a school-to-work national conference; a "portable credentials" program; sharing of "best practices," a school and business relationship called Partners for Tomorrow, and the Secretary's "Lift (Labor Investing for Tomorrow) America" awards for outstanding business and school partnerships, innovative school-to-work programs, outstanding employee training programs, and superior efforts to make a difference in employee worklife through such efforts as child care programs, employee benefits, innovative labor and management initiatives, and recruiting of minorities, at-risk youth, the disabled, and the disadvantaged. (CML)

ED 319 993 CE 055 026

*Goddard, Tessa; Murray, Jennifer*
Getting the Right Staff. Personnel Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-22-1
PUB DATE- 89
NOTE- 92p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; Employee Attitudes; Employer Employee Relationship; *Employment Practices; *Equal Opportunities (Jobs); Foreign Countries; *Hospitality Occupations; Hotels; Job Satisfaction; Labor Turnover; Management Development; Motivation; *Personnel Management; Personnel Policy; *Personnel Selection; Recruitment; Staff Utilization; Supervisory Training; Tourism
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry contains information on all the important stages in the process of recruiting staff. The document begins with an introduction and advice on how to use the unit. Five sections cover the following topics: (1) the cost of employment; (2) planning for the needed staff; (3) finding the right person; (4) nondiscrimination and equal opportunities; and (5) contracts and work permits. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

ED 320 007 CE 055 090

Literacy, Learning and the Future: Visions, Frustrations and Possibilities in Adult Literacy. Results of a Discussion by Specialists in Adult Literacy, Adult Education, Social Services and Other Fields at Gannett Foundation Headquarters (Arlington, VA, May 23, 1990). A Gannett Foundation Conference Report.
Gannett Foundation, Arlington, VA.
PUB DATE- 23 May 90
NOTE- 13p.; For the first conference report, see CE 055 089.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; Adults; *Basic Skills; *Cooperative Programs; Functional Literacy; *Literacy Education; Research Utilization; *School Business Relationship; Theory Practice Relationship

The second of two conferences on adult literacy focused on the broader contexts of adult literacy. That is, lack of basic skills is not a problem in a vaccum but is bound up with people's other problems and needs and the forces shaping their lives; likewise, efforts to teach basic skills must be viewed in relation to the local, state, and national institutions that are or need to be involved in those efforts. An ideal learning society would be learner oriented, pluralistic, interdependent, community oriented, accountable, and evolving. Problems with educational reform and adult literacy include lack of use of research findings; bureaucratic resistance; evaluations based on head counts, not service outcomes; negative messages to nonreaders; and public confusion. Recommended solutions include the use of a team-building approach, bypassing bureaucracies, the use of a public education campaign, bringing the business community into adult literacy programs, and strong national legislation for adult education. (The report includes an overview, a summary of the visions of what is needed that emerged from the conference, a list of problems, brief descriptions of some suggested solutions, a page of quotations from participants, and a list of the 24 conference participants.) (CML)

ED 320 051 CG 022 546

*Linsk, Nathan L.; Marder, Reggi E.*

Assessment of Discharge Planning Referral to Nursing Homes for People with AIDS and HIV Infection.

PUB DATE- Jan 90

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Hospitals; *Nursing Homes; *Patients; *Placement; Referral

IDENTIFIERS- *Discharge Planning

This study was conducted to identify efforts by hospital discharge planners to refer clients with human immunodeficiency virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS) to nursing homes; to determine the responses of the facilities contacted; and to identify gaps in services, discharge planner practices, and relationships between characteristics of clients, care systems, and outcomes. Discharge planners in hospitals with the highest incidence of patients with HIV infection in Chicago were contacted bi-monthly to provide information on persons with AIDS who needed to be discharged from the hospital with post-hospital continuing care provision. Questionnaires requested information on demographics, diagnoses, care needed, placement, and number of days hospitalized beyond a medical need. The results revealed that, in a 3-month period, none of the 42 identified clients were admitted to any nursing home. One-fifth of the cases included referral to multiple facilities. Total placement contacts and admissions that did occur were in specialized AIDS residences. Patients were assessed as staying in the hospital for 8 days beyond acute care needs. These findings suggest that difficulties in placing persons with AIDS in care facilities have financial and quality of life costs. Long-term care of persons with AIDS must be a coordinated effort throughout the care continuum including governmental agencies, health care and social workers, and the long-term care industry. (Author/NB)

ED 320 141 CS 010 144

*Williams, Audrey*
A Fulbright Lecturer's View of Reading Related Issues in Zimbabwe.
PUB DATE- 8 May 90
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- Adult Basic Education; Developing Nations; *Educational Change; Educational History; *Educational Needs; Foreign Countries; *Literacy; Teacher Education
IDENTIFIERS- Educational Issues; *Literacy Campaigns; *Zimbabwe

Education is a national concern in Zimbabwe because prior to independence in 1980, Africans were formally and informally prevented from sharing in the educational opportunities that were available to Whites. Zimbabwe is a young country that has made great strides since independence. They have touched large numbers of people with beginning education programs. However, several problems remain: (1) teacher shortages; (2) large class size; (3) limited books and materials; and (4) need for evaluation of the literacy program. Zimbabwe's participation in an international literacy study will provide information and suggestions for identifying strengths and weaknesses of the national education program. To date there has not been a study to see whether the newly literate people sustain their reading skill by continuous reading or for that matter what they are reading. An evaluation is necessary to see if there is a relationship between the new literacy and productivity. (RS)

ED 320 228 EA 021 864

School District Spending.
Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
PUB DATE- Feb 90
NOTE- 191p.
AVAILABLE FROM- Office of the Legislative Auditor, 122 Veterans Service Building, St. Paul, MN 55155 (free; limit of five copies).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Educational Finance; Elementary Secondary Education; *Expenditures; *Financial Audits; *Program Evaluation; *School District Spending; *State Programs
IDENTIFIERS- *Minnesota

Minnesota spends more for education than most states and has increased its financial commitment steadily over the past 15 years. Because of the state's dominant role in education funding, legislators have enacted measures requiring all local school districts to follow uniform financial accounting and reporting standards (UFARS). Since 1980, the legislature has required districts to maintain multidimensional accounting records and provide computerized financial data regularly to the State Department of Education through regional computer centers. This evaluation reexamines data that the Minnesota Department of Education maintains on each district's expenses for the 1987-88 school year. The accuracy of 107 expenditure items related to common programs, services, and activities was evaluated. The evaluation showed that: (1) 45 percent of the UFARS expenditure items tested had been misreported to the Department of Education; (2) some administrators reported their expenses in general categories, while others were inclined to use finer breakdowns; (3) total expenses for regular instruction had been reported incorrectly in about one-third of Minnesota's school districts; and (4) only 10 percent of expense categories (food service) in school district profiles could be used reliably for comparison purposes. The report next analyzes reasons for problems, state spending variations, and total operation expenses ($4,243 per pupil). Expenditure trends are noted for instruction, administration, and other expense categories. Recommendations for reducing costs and improving data collection are provided. Two appendices include the administrators' survey instrument and 16 tables of statistics on school district spending. (MLH)

ED 319 913 CE 054 851

*Vorderstrasse, Ron; Siebert, Leo*
Communications Electronics.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 621p.; For related documents, see ED 317 815 and ED 318 919.
Printed on colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN810701: $19.50).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communications; Construction (Process); Course Content; Curriculum Guides; Data Processing; Electric Circuits; *Electronics; *Entry Workers; Information Technology; *Job Skills; *Learning Activities; Learning Modules; Lesson Plans; Networks; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; Telecommunications; *Telephone Communications Systems; Test Items; Units of Study

This module is the third in a series of electronics publications and serves as a supplement to "General Electronics Technician." It is designed to provide students with an overview of the broad field of communications. Included are those tasks above the basic skills level that allow students to progress to a higher level of competency in the specialized areas of communications electronics. The module contains 16 instructional units that cover the following topics: orientation; soldering and bonding techniques; amplifiers; integrated circuits; microprocessors; modulation/demodulation techniques; receivers; transmitters; introduction to video; transmission lines; antennas and propagation; two-way communications; introduction to microwave and satellite systems; optical communication devices and systems; telephone systems; and data communications. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses; a glossary; a list of tools, equipment, and materials; and 27 references are also included. (KC)

ED 320 066 CG 022 561

*Feldman, Penny Hollander*

The Impact and Feasibility of Efforts To Reduce Turnover in the Home Care Industry.

PUB DATE- 17 Nov 88

NOTE- 15p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988); for related document see CG 022 560.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Foster Care; Attendants; *Caregivers; Disabilities; *Frail Elderly; *Home Health Aides; Job Satisfaction; *Labor Turnover; Long Term Care; Program Evaluation; *Residential Care

A Ford Foundation demonstration project intended to improve the quality of work life and reduce turnover among homemakers/home health aides in the home care industry was evaluated. The project supported three separate work life demonstration at home care agencies in New York City and Syracuse, New York and in San Diego, California. The demonstration sites included both independent and chain-affiliated agencies as well as both non-profit and for-profit agencies. The demonstrations modified training and support, pay and benefits, status, opportunities for advancement, and hours of work--all dimensions of the job found to be sources of dissatisfaction in the home aide work force. In each case, the aim of the intervention was to increase worker satisfaction, decrease turnover, and improve reliability and continuity of care. At each site, the evaluation design provided for random selection of program participants (experimentals) and controls. One-year and 18-month turnover data were collected for experimentals and controls. Depending on the particular demonstration, program participants were 21 to 44 percent more likely to be on the job one year after the start of the demonstration than were their relevant control group. These differences persisted at the 18-month measurement point. References are included. (Author/TE)

ED 320 081 CG 022 585

# It's Your Business...Smoking Policies for the Workplace.

**National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.**

REPORT NO.- NIH-Pub-87-2735
PUB DATE- Sep 87
NOTE- 17p.; Some pages using blue type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Employee Attitudes; *Employment Practices; Occupational Safety and Health; *Personnel Policy; *Policy Formation; Program Implementation; *Smoking; *Work Environment

This brochure was written to help those considering a workplace smoking policy. It begins with a set of facts about workplace smoking and discusses legislation in various states concerning smoking at work. The health consequences of involuntary smoking are also explored. Other sections examine the need for workplace smoking policies, how employees may react to a smoking policy, and what other companies are doing. Guidelines are provided for employers to consider before they implement a smoking policy. It is recommended that companies: (1) involve all relevant parties in the policy development; (2) perform a needs assessment; (3) learn about local, state, and city laws regarding smoking and the workplace; (4) provide advance notice before a policy is implemented; (5) adopt a flexible approach to policy design and implementation; (6) consider offering training to employees; (7) establish clear authority and an enforcement policy before the workplace smoking policy is implemented; and (8) evaluate the success of the program to allow for periodic adjustments. A resource section on National Heart, Lung, and Blood Institute publications provides information on how to create corporate smoking policies. Eleven publications available from other sources are also listed and briefly annotated. (NB)

ED 320 096                CG 022 601

*Chinnian, R. Rawlin; And Others*
Suicide Intent, Hopelessness and Negative Cognitions in Attempted Suicide.
PUB DATE- Aug 89
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Depression (Psychology); Foreign Countries; *Intention; Psychopathology; *Suicide
IDENTIFIERS- *Hopelessness; *India

Empirical investigations relevant to Beck's theory have shown that depressives often experience a preponderance of negative cognitive attitudes towards themselves and their own performance. Many studies have brought out the direct relationship that exists between hopelessness and suicide behavior, although few studies from India have examined the relationship among suicide intent, hopelessness, and negative cognitive phenomena. This study examined this relationship; the cognitive phenomena was studied as it existed in high and low intent suicide attempters. Attempted suicides (N=45) were classified into groups of low and high intent categories. Subjects were administered the Hopelessness Scale and the Crandell Cognitions Inventory. The findings indicated significant differences in scores between the two groups on measures of hopelessness and cognitions, the high intent group being more hopeless and having more negative cognitions than the low intent group. Although the specific problems faced by the high intent attempters were different than those faced by attempters in the West, they all had in common the experience of pessimistic thoughts, negative cognitive phenomena, and a fairly severe degree of hopelessness. (Author/ABL)

ED 320 157 CS 212 383

*Parsons, Gerald Michael*
Constraints on the Multidisciplinary Approach: Uses and Misuses of the Kuhnian Paradigm.

PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; *Interdisciplinary Approach; *Theory Practice Relationship; Writing Instruction
*IDENTIFIERS- *Composition Theory; *Discourse; Kuhn (Thomas S);* Paradigm Shifts; Process Approach (Writing)

The general enthusiasm that governs composition studies is the result of more than 20 years of collective efforts to define central issues in theory and research, and to help refocus national attention on composition literacy. The optimistic vision of future challenge and direction in discourse studies is largely premised on Thomas Kuhn's "The Structure of Scientific Revolutions." Of particular relevance is the application of the notion of "paradigm shift" to the dichotomy between the categories "current-traditional" and "process," as well as the view that Kuhn's metatheory works as well for the humanities and social sciences as it does for the natural sciences. However, problems arise when using the Kuhnian paradigm in composition studies and this paper develops the points that: (1) the concept of paradigm shift as a viable descriptor for what is about to happen, is happening, or has happened in composition studies remains highly questionable; (2) the risks involved in pursuing a multidisciplinary and multimodal approach may well outweigh any advantages; and (3) a more cautious and restrained approach to the uses of analogic terminology in making connections between composition and other disciplines would be in the best, long-range interests of the profession. (Thirty-three references are attached.) (RS)

ED 320 187 CS 507 202

*Phipps, Steven P.*
Experimental Film and Video: A Bibliography.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Film Criticism; Film Industry; Filmographies; Film Production; *Films; Film Study
IDENTIFIERS- *Experimental Films; Film History

Comprising approximately 675 items, this bibliography on experimental film and video includes books and journal articles dating from 1926 to 1988. Both American and foreign sources are represented in the bibliography. (RS)

ED 320 201 EA 021 760

The Education Deficit. A Staff Report Summarizing the Hearing on "Competitiveness and the Quality of the American Work Force." Prepared for the Use of the Subcommittee on Education and Health of the Joint Economic Committee. Congress of the United States, 101st Congress, First Session, December 14, 1988.
Joint Economic Committee, Washington, D.C.
REPORT NO.- Congress-Doc-101-82
PUB DATE- 89
NOTE- 56p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Back to Basics; Educational Benefits; Educational Change; *Educational Improvement; *Educational Needs; Educational Objectives; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Hearings; Instructional Effectiveness; *Outcomes of Education; Program Effectiveness; Quality of Life; School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Congress 101st

This staff report summarizes testimony on competitiveness and the quality of the American work force. The testimony was received during 9 days of hearings held between September 23 and December 3, 1987, that featured 52 witnesses including federal and state officials, educators, business and labor leaders, and scholars. Contents comprise prepared policy statements, policy recommendations, and a witness list framed by the notions that the United States is falling behind the rest of the industrialized world in promoting literacy, job skills, and educational achievement. Clear and consistent themes emerged from witnesses' testimony: (1) there must be an immediate response to today's changing demographics; (2) school building location, facilities, and services should complement the educational process in the schools; (3) serious consideration should be given to lengthening school hours, the school week, and the school year; (4) achievement in education needs to be redefined to extend beyond basic reading, writing, and mathematics skills to include problem solving and abstract reasoning; (5) both the private and public sectors must reexamine and update both general and vocational education to make the curriculum more relevant to labor market requisites; (6) teacher training must be improved; (7) active federal support will be required for research, development, demonstration, and information programs to strengthen education; (8) examination and analysis of policies on education, training, productivity, and employment must continue and progress; (9) teacher certification, student testing, and school-based management and decision-making must remain essentially state and local matters; and (10) greater opportunities are needed for early childhood education. (JAM)

ED 320 243 EA 021 894

*Mawdsley, Ralph D.*
Legal Problems of Religious and Private Schools.
**National Organization on Legal Problems of Education, Topeka, Kans.**
PUB DATE- 89
NOTE- 126p.; Revision of ED 238 169.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza, Suite 223, 3601 SW 29th, Topeka, KS 66614 ($15.50 plus $2.00 handling charge on all prepaid orders; actual postage and handling added to invoiced orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights Legislation; *Court Litigation; Educational Legislation; Elementary Secondary Education; Home Schooling; Parochial Schools; *Private Education; *Private Schools; School Administration; *School Law; School Policy; Student Rights; Torts

The range of nonpublic schools in the United States is considerable, from home instruction by parents to prestigious private schools, with or without religious affiliation. The continuing growth in nonpublic education can hardly be blamed on a disenchantment with or an apathy toward public schools; the central common denominator is a basic concern that parents should be able to determine the forum for education. While not itself the sole cause for withdrawal of children from a public school, the inability of parents to effect changes in public school programs or curricula because of judicially imposed impediments has probably contributed to parental and student frustration. Within the six sections of this document, select legal problems of religious and private schools are examined including: (1) tort liability regarding such topics as charitable immunity, field trips, and supervision of students; (2) institution, student, and faculty relations and constitutional and contractual considerations; (3) governing board liability; (4) governmental regulation of nonpublic schools; (5) federal antidiscrimination legislation; and (6) special problems including the issues of copyrights, the bankruptcy code and students debts, and the Immigration and Reform Control Act. (753 references) (KM)

ED 320 273 EA 021 934

*Robinson, Glen E.; Bickers, Patrick M.*
Evaluation of Superintendents and School Boards. ERS Report.
**Educational Research Service, Arlington, Va.**
PUB DATE- 90
NOTE- 168p.
AVAILABLE FROM- Publication Sales, Educational Resource Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21786; $40.00 plus $2.50 postage and handling prepaid; actual postage and handling added to billed orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Administrator Effectiveness; *Administrator Evaluation; *Boards of Education; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Literature Reviews; Management by Objectives; National Surveys; *Occupational Information; Public Schools; Self Evaluation (Groups); *Superintendents; Tables (Data)

This report describes the results of a survey of superintendents about current evaluation practices. From a nationwide random sample of 2,576 school district superintendents, usable replies were received from 1,245 superintendents. The survey instrument included questions about the frequency of superintendent and school board evaluations, the criteria used, the evaluators involved, and the evaluation techniques employed. The report begins with comprehensive reviews of the recent literature on both superintendent evaluation and school board evaluation. Next, the results of the nationwide survey of school districts are presented and analyzed in both summary and tabular form, providing an overview of superintendent and school board evaluation as currently practiced in public school districts across the nation. A concise summary of the major points in the study is included. A wide selection of materials from local school districts includes 31 examples of practices of superintendent evaluation and 15 examples of practices in evaluating school boards. The appendixes include criteria for self-evaluation by the school board as a whole and for evaluation of individual school board members; and a summary of data collected in a 1986 survey that compares school board presidents' and school district superintendents' perceptions of the theoretical importance and actual practice of seven evaluation-related activities. (MLF)

ED 319 885 CE 053 902

*Bazin, B.; Sellin, B.*
The Role of the Social Partners in Vocational Training. CEDEFOP Round-Table Conference (Paris, France, November 7-8, 1989). CEDEFOP Flash 8/89.
**European Centre for the Development of Vocational Training, Berlin (West Germany).**
PUB DATE- Dec 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Apprenticeships; *Cooperative Planning; Foreign Countries; *Government School Relationship; Job Skills; *Job Training; Labor Force Development; Retraining; *School Business Relationship; Vocational Education; Work Experience Programs
IDENTIFIERS- *European Community

The November 1989 conference described in this document was about social dialogue in vocational education. An introduction summarizes the conference as a whole, pointing out that participants were able to hear reports of the situation in Denmark, Spain, Italy, France, and the European Community as a whole. Summaries of 10 individual presentations follow, including those by Theunissen, Piehl, Urfer, Schandorff, Manzanarez-Nunez, Valcavi, d'Iribarne, Ramoff, Sellin, and Jones. The document concludes with a description of a round table workshop. (CML)

ED 320 172 CS 506 845

*Oaks, Harold R.*
NAST Follow-Up Survey of Doctoral Granting Institutions: Summary of Results.
**National Association of Schools of Theatre.**
PUB DATE- Jul 89
NOTE- 12p.; For initial survey, see CS 506 844.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Degree Requirements; *Doctoral Degrees; *Doctoral Programs; *Higher Education; National Surveys; School Surveys; *Theater Arts
IDENTIFIERS- *National Association of Schools of Theatre

This paper, the second of two related documents, presents the findings of a follow-up survey undertaken for the National Association of Schools of Theatre (NAST) to determine current practices in 39 Ph.D. granting institutions regarding standards, goals, and objectives of this terminal degree in theater in the United States. The survey presents information from 22 institutions regarding teaching, artistic, and/or administrative assignments for both full-time and part-time faculty; numbers of graduate students; how competence in teaching of graduate doctoral students is assured; how production experience is assured; access to ongoing professional theater production; graduate credits; financial support; graduate assistant duties; number of doctoral theater programs and whether there are too many; and information on recent graduates' work experience. A list of doctoral programs in theater in the United States as of July 1989 is appended. (SR)

ED 320 258 EA 021 911

Restructuring Public Education: Building a Learning Community. The Report of the Education Task Force.
**Washington Education Association, Federal Way.**
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Development; Educational Improvement; *Educational Innovation; Educational Objectives; Educational Planning; Elementary Secondary Education; Excellence in Education; *Public Education; *School Restructuring
IDENTIFIERS- *Washington

The American educational system faces a critical need for restructuring. Social lag problems created by the transformation from an industrial to an informational society have affected U.S. institutions, especially education. Educators and policymakers must respond to the new economic, demographic, organizational, and educational forces which have altered American society. Included in this report are a historical overview of the common school system and institutional life cycles, a discussion of the environmental forces which have affected U.S. institutions, and suggestions for obtaining 10 educational goals. Although a crisis exists, the situation can be solved through application of available knowledge and a shift in value paradigms. (26 references) (LMI)

ED 319 900 CE 054 797

*Scullard, Sue*
The Provision of Foreign Language Training to Industry for the FHE Provider.
**Further Education Unit, London (England).**
REPORT NO.- ISBN-1-85338-186-1
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; College Programs; Educational Demand; *Education Work Relationship; Foreign Countries; Job Training; Labor Force Development; *Language Proficiency; *Languages for Special Purposes; *School Business Relationship; *Second Language Instruction; Second Language Learning; Trainers
IDENTIFIERS- *England

This study examines the state of foreign language training provided to industry by British colleges, offers guidelines on how colleges should respond to that market, and identifies created materials that will train college personnel. The study reports that the colleges have a good product to offer but that it is inaccessible to industry because of poor marketing, the dowdy image of many colleges, and the lack of response to company needs. It is suggested that colleges offer a minimum 50 hours training that is one-to-one, with self-study supplementing tutoring. Students who were found to be the most motivated are those who have experienced a crisis because they lacked a foreign language. Other motivators identified include a pro-language environment, a financial bonus, getting to use the language, and seeing that skill in the language will help students' careers. Industry was found to need the following from suppliers of foreign language training: (1) a thorough knowledge of the foreign language needs of industry in national/local terms; (2) an understanding of the language-related needs, particularly in terms of cultural briefing and foreign business protocol; (3) a broad understanding of the foreign language acquisition process; (4) a broad overview of foreign language training and delivery, from needs analysis to assessment; and (5) high quality service that includes instruction in a wide variety of languages, first-class teachers, and expertise in discrete areas of foreign languages, such as German for engineers. (CML)

ED 319 942 CE 054 894

Kansas Vocational Education Performance Report for Fiscal Year 1989.
**Kansas State Dept. of Education, Topeka.**
PUB DATE- 12 Dec 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adults; *Career Guidance; Consumer Education; Correctional Education; Curriculum Development; Demonstration Programs; *Disabilities; Economically Disadvantaged; Homemakers; Job Training; Limited English Speaking; One Parent Family; Postsecondary Education; Retraining; Secondary Education; Sex Fairness; *Special Needs Students; *Staff Development; *State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Kansas

This report on progress in achieving the 1989 goals of the Kansas state plan for vocational education includes four parts and three appendices. Part 1 describes vocational education opportunities and accomplishments under Title II, Part A of the Perkins Act for: handicapped, disadvantaged, limited English proficient, adult training and retraining, single parents and homemakers, sex equity awareness, and criminal offenders in correctional institutions. Educational institutions that received funds are listed under each program. Part 2 describes program improvement accomplishments under Title II, Part B in the following categories: new programs, dropped programs, expanded programs, improved career guidance, program improvement, curriculum development, personnel development, equipment, and other institutions receiving funds. Part 3 discusses community-based organizations under Title III, Part A. Part 4 discusses consumer and homemaking programs under Title III, Part B. Appendix A provides an enrollment table. Appendix B charts Carl Perkins funds expenditures. Appendix C provides descriptions of exemplary programs. (CML)

ED 319 980          CE 054 964

*Carnevale, Anthony P.; And Others*
Workplace Basics Training Manual. ASTD Best Practices Series: Training for a Changing Work Force. First Edition.
**American Society for Training and Development, Alexandria, VA.**
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-1-55542-204-7
PUB DATE- 90
NOTE- 287p.; Part of the Jossey-Bass Management Series. For related documents, see ED 299 462 and CE 054 961-963.
GRANT- 99-6-0705-75-079-02
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($34.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adults; *Basic Skills; Career Development; Cooperative Programs; Creative Thinking; *Curriculum Development; Education Work Relationship; Employment Potential;

Goal Orientation; Interpersonal Competence; *Labor Force Development; Leadership; Listening Skills; Motivation; Needs Assessment; Organizational Effectiveness; Problem Solving; *Program Development; Program Evaluation; Program Implementation; School Business Relationship; Self Esteem; Speech Skills; Teamwork; Trainers; *Training; *Transfer of Training
IDENTIFIERS- *Workplace Literacy

This document, a result of a 3-year study, gives step-by-step instructions for establishing and implementing a program to teach the basic skills necessary in the workplace. The resulting programs use the applied approach that motivates learners by linking learning to improved job performance. The document is intended for practitioners and administrators responsible for providing private or public training programs; administrators and instructors involved in basic skills programs; business and management consultants; and secondary, postsecondary, vocational, and adult educators. The introduction explains what skills employers want. The next section explains the document's format, including the meaning of various symbols used. The bulk of the document explains these steps of program development: (1) identifying job changes or problems related to basic workplace skills; (2) charting a course for building management and union support for workplace basics training programs; (3) developing and presenting an action plan to management and unions, including guidelines for selecting outside training providers; (4) performing a task analysis; (5) designing a curriculum; (6) implementing the program; and (7) evaluating and monitoring the program. A glossary, index, and five appendices conclude the document. The appendices profile two workplace basics training program experiences, give information on locating providers of basic skills and getting help in setting up the program, provide a sample form that can be used to request proposals from potential providers, and provide generic curriculum guidelines. Lists of recommended reading accompany most chapters. (CML)

ED 320 022 CE 055 125

*Sheppard, Harold L., Ed.*
The Future of Older Workers.
**International Exchange Center on Gerontology, Tampa, FL.**
SPONS. AGENCY- Brookdale Foundation, New York, NY.
PUB DATE- 90
NOTE- 137p.
AVAILABLE FROM- International Exchange Center on Gerontology, University of South Florida, Box 3208, Tampa, FL 33620.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Retirement; *Employer Employee Relationship; Employment Opportunities; Employment Patterns; *Employment Practices; Foreign Countries; *Futures (of Society); *Older Adults; *Personnel Policy; *Retirement; Retirement Benefits; Retraining; Seniority
IDENTIFIERS- *Older Workers

This book contains seven chapters on work and older workers based on an international symposium held at the University of South Florida in 1989. Chapter titles and authors are as follows: (1) "The Corporate Sector's Stake in Older Workers" (Daniel Knowles); (2) "A Seller's Market for Older Workers" (Audrey Freedman); (3) "Retirees' Reentry into the Labor Force" (Melissa A. Hardy); (4) "The Work Environment and Employee Benefits as Incentives for the Older Worker" (Audrey G. McCool, George E. Stevens); (5) "The Health Status of Older Workers: Issues and Policy Implications" (Thomas N. Chirikos); (6) "Training Opportunities for Older Workers" (Peter Plett); and (7) "Modernization and Older Worker Policies: An Appraisal of the French Experience" (Xavier Gaullier). (KC)

# ED 320 112 CS 010 106

*Guenther, Joseph W.*
How Sixth Graders Read Expository Text To Answer Questions and How That Affects Their Learning.
PUB DATE- Aug 89
NOTE- 33p.; Based on Ph.D. dissertation, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Criterion Referenced Tests; Grade 6; Intermediate Grades; Middle Schools; *Questioning Techniques;

Reading Research; *Reading Strategies; Test Construction; Test Format
IDENTIFIERS- *Adjunct Questions; Content Learning; Expository Text

A study examined the effects of adjunct questions on learning. Subjects, 93 male and 78 female sixth-grade students from two junior high schools in small towns located in a largely agricultural region in the Midwest and whose mean grade equivalency on the reading sub-test of the Stanford Achievement Test was 10.2, were monitored by video cameras as they studied expository text in anticipation of a test on the following day. Subjects were divided into four groups based on the reading strategy used: (1) read-only (adjunct questions not provided); (2) look-back (adjunct questions provided and text not removed); (3) no-look-back (text removed but adjunct questions provided); and (4) same-time (questions and text received by subjects at the same time with no conditions stipulated). Results indicated a strong direct effect and a modest indirect effect of answering questions, with the no-look-back strategy group performing better on new criterion questions than the read-only, look-back, or same-time groups. Results also indicated a forward indirect effect in that on the final text segment during which no questions were given, the no-look-back strategy was better than the look-back, same-time, and read-only strategies. It is concluded that when students read and answer questions they are most likely to learn what they are questioned about, but the overall most efficient use of the students' reading time is to read the entire passage before answering questions because this increases the likelihood that more information will be learned. (Four tables of data are included; 30 references are attached.) (Author/RS)

ED 320 126 CS 010 123

*Gall, M. D.; And Others*
Tools for Learning: A Guide to Teaching Study Skills.
**Association for Supervision and Curriculum Development, Alexandria, Va.**
REPORT NO.- ISBN-0-87120-170-4
PUB DATE- 90
NOTE- 218p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, Alexandria, VA ($13.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - *Classroom Use - Teaching Guides (For Teacher) (052)*
DESCRIPTORS- Class Activities; Educational Research; Educational Theories; Elementary School Curriculum; Elementary Secondary Education; *Listening; *Notetaking; Secondary School Curriculum; Skill Development; Student Participation; *Study Skills; *Teaching Guides; Teaching Methods; *Test Wiseness; *Writing Instruction
IDENTIFIERS- *Learning Assistance

This book makes the case for providing study skills instruction at the elementary and secondary school levels and identifies important study skills and how to teach them. Chapters include: (1) "The Case for Study Skills Instruction"; (2) "Theory and Research"; (3) "Planning for Study Skills Instruction"; (4) "Self-Management"; (5) "Listening, Participating, and Taking Notes in Class"; (6) "Completing Reading Assignments"; (7) "Writing School Papers"; and (8) "Taking Tests." (SG)

ED 320 142 CS 010 146

Spelling: Successful Teaching and Learning. Scope, Volume 5, Number 4, May 1990.
*Toronto Board of Education (Ontario). Research Dept.*
PUB DATE- May 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Foreign Countries; Literature Reviews; *Spelling; *Spelling Instruction; *Teaching Methods; *Whole Language Approach
IDENTIFIERS- *Direct Instruction; Ontario (Toronto)

Focusing on the whole language and the direct instructional approaches, this pamphlet summarizes research on teaching and learning spelling. The pamphlet notes that the goal of the whole language approach to spelling instruction is to produce competent, independent spellers who learn through use and express their progress as increasingly successful approximations to mature practice. The pamphlet lists seven aspects of the traditional method of direct instruction which are based on recent research. (Fourteen references and a list of other "Scopes" in print are attached.) (RS)

ED 320 188 CS 507 213

*Mackey-Kallis, Susan; Hahn, Dan*
The Passionless Honeymoon: Bush in the White House.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Mass Media Role; *News Media; *Persuasive Discourse; *Political Attitudes; *Presidents of the United States; Public Opinion; *Rhetorical Invention
IDENTIFIERS- *Bush (George); Congress

The success of a president's "honeymoon" (the traditional period of good relations between a new president and both Congress and the public) is determined by his rhetoric, not his actions. Central to the rhetoric task facing a new president are differentiating himself and his policies from his predecessor and creating a "vision" that encompasses his goals for his term of office. Judging from an analysis of press coverage of his first 3 months in office, George Bush was relatively successful with the first of these goals, but failed, by most accounts, at the second. Mixed press responses may have resulted in the public's tentative assessment of Bush by the end of his honeymoon period. (Thirty-two notes are included.) (Author/SG)

ED 320 215 EA 021 834

*Jenni, Roger W.; Mauriel, John J.*
An Examination of the Factors Affecting Stakeholder's Assessment of School Decentralization.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Influence; Community Support;

*Decentralization; Elementary Secondary Education; Evaluation; Participant Satisfaction; *Participative Decision Making; Policy Formation; *School Based Management; School Community Relationship
IDENTIFIERS- *Minnesota

Factors that influence the perceptions held by school site council members and others about the quality of site-based management (SBM) are examined in this study. Specifically, the relationships among a group's assessment of SBM, perceived level of influence on council decision making, perceived level of support from other groups, and perceived level of program effectiveness are analyzed. Qualitative and quantitative data from questionnaires administered to site councils of various constituencies in 16 site-managed schools in 4 school districts yielded 118 completed surveys. Response rates by district were 79, 49, 90, and 63 percent. Interviews and observation of council meetings supplemented the surveys. The findings indicated that people did not feel empowered, yet they assigned SBM a moderately high performance score. There was no correlation between feelings of influence on council decision making and the overall assessment of SBM. SBM scores were also highly related to the perceived degree of the principal's support of the program. An inconsistent finding indicated that most groups, especially parents and elementary school teachers, perceived SBM as successful in achieving its goals, but did not feel empowered and were unconcerned about their amount of influence. A possible explanation is that constituents defined success in terms of factors other than major changes in curriculum and the classroom. Appendices include a list of definitions, the survey instrument, return rates, and statistics. (18 references) (LMI)

ED 319 886 CE 053 903

*Derenbach, Rolf*
The EC and the Labour Market Oriented Vocational Training Policies of the European Regions: Examples and Evaluations. Results of the CEDEFOP Project "Vocational Training and Regional Development." CEDEFOP Flash 3/89.
**European Centre for the Development of Vocational Training, Berlin (West Germany).**
PUB DATE- Nov 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cooperative Programs; Foreign Countries; Government School Relationship; *Job Development; Job Skills; *Job Training; Labor Market; *Public Policy; *Retraining; Structural Unemployment; *Unemployment; Vocational Education
IDENTIFIERS- Belgium; Denmark; *European Community; France; Greece; Ireland; Luxembourg; Spain; United Kingdom; West Germany

This summary of the plans for additional research in the project called "Vocational Training and Regional Development" lists the following aspects and criteria of the common evaluation approach: regional framework conditions, program structure, organizational features, pedagogical approach, and procedure in evaluating the success of the program. The approach is to be used to decide where regional and local authorities, rather than national authorities, can act in dealing with unemployment, the restructuring of industries, and the lack of vocational training opportunities. Brief descriptions of 18 program case studies (two in Belgium, two in the Federal Republic of Germany, two in Denmark, four in France, one in Greece, two in Ireland, one in the Netherlands, one in Luxembourg, one in Spain, and two in the United Kingdom) are included to indicate the range of programs that will be assessed systematically in terms of their operability and success in accordance with the criteria. A description of the evaluating team and the type of cooperation needed is followed by a description of the synthesis report planned. (The case studies are to be completed by October 1989 and the results of the synthesis report will be evaluated at an early 1990 meeting.) (CML)

ED 319 928 CE 054 870

*Kapes, Jerome T.; White, G. Ray*

Implementation of the Carl Perkins Vocational Education Act in Texas: A Summary of Case Studies.

PUB DATE- Apr 90
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Advisory Committees; Basic Skills; Disabilities; Economically Disadvantaged; Educational Finance; *Educational Improvement; Educationally Disadvantaged; Integrated Curriculum; Job Training; Postsecondary Education; School Business Relationship; School Size; Secondary Education; *Small Schools; *State Federal Aid; *State Programs; Training; Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Texas

Case studies were conducted at the state and local level in Texas to evaluate the impact of the Carl Perkins Vocational Education Act. Changes in vocational education at the state level that could be attributed to the Carl Perkins Act (CPA) included: (1) a smaller state advisory council with a majority representing business and industry; (2) a closer working relationship with the State Job Training Coordinating Council (SJTCC) and Job Training Partnership Act (JTPA) programs; (3) more emphasis on basic skills at the secondary level as opposed to specific job training, although the impact is difficult to separate from general school reform; (4) more emphasis on local level evaluation of programs, but less emphasis on follow-up studies; and (5) more handicapped and disadvantaged money returned to the state unspent due to the difficulties of meeting both the excess costs and matching requirements of the CPA. Changes at the local level included the following: many small schools received too little money in some categories and often returned the insufficient money unused; not being able to use program improvement funds for maintenance activities has caused many problems at the secondary level; funds allocated through the request for proposal process were not applied for by smaller schools; and schools of all sizes felt that there was too much interference with local prerogative given the requirements for spending CPA money. (CML)

ED 319 955 CE 054 910

Electricity-Electronics Curriculum Guide. Instructional Modules Level II.

**California State Dept. of Education, Sacramento. Div. of Vocational Education.**
REPORT NO.- ISBN-0-8011-0802-0
PUB DATE- 89
NOTE- 362p.; For instructional modules level I, see ED 257 960.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Competency Based Education; *Electrical Occupations; Electrical Systems; Electric Batteries; *Electric Circuits; Electricians; *Electricity; Electromechanical Technology; Electronic Equipment; *Electronics; Mathematical Applications; Occupational Information; Secondary Education; State Curriculum Guides; Trade and Industrial Education
IDENTIFIERS- *California

These teacher's materials are for a 24-unit competency-based secondary education course on electricity and electronics designed for California public schools. The 24 units are: (1) an orientation; (2) an introduction to electricity; (3) safety; (4) history of electricity; (5) basic electrical skills; (6) magnetism; (7) the nature of electricity; (8) methods of producing electricity; (9) electrical flow through conductors, insulators, and semiconductors; (10) electrical units of measurement; (11) electrical terms and symbols; (12) components, switches, and circuits; (13) resistance and resistors; (14) electric lamps and heating devices; (15) electromagnetism; (16) alternating current and direct current; (17) motors and generators; (18) low-voltage signal devices; (19) circuit protection devices; (20) house wiring; (21) basic electronics mathematics; (22) communications systems; (23) occupations in electricity and electronics; and (24) opportunities in electricity and electronics. Units begin with instructional management information such as time allocation, objectives, evaluation suggestions, references for the instructor, an overview of the unit, presentation hints and suggested methods of instruction, supplemental activities, and a list of the contents of the unit. Other elements provided for the units include a lecture outline, tests, answers to tests, technical glossaries, student worksheets that are pencil-and-paper exercises and activities, and informational handouts. (CML)

ED 319 968 CE 054 933

*Law, Carol*
Helping People Learn. A Guide to Linking Training and Learning.
**Industrial Training Research Unit, Cambridge (England).**
REPORT NO.- ISBN-0-905308-24-7
PUB DATE- 86
NOTE- 42p.
AVAILABLE FROM- Industrial Training Research Unit, 71 Bridge Street, Cambridge CB2 1UR, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Classroom Techniques; Curriculum Development; Education Work Relationship; Foreign Countries; *Industrial Training; *Instructional Effectiveness; Labor Force Development; *Learning Strategies; Mnemonics; Staff Development; Student Evaluation of Teacher Performance; Task Analysis; Teacher Education; *Teaching Methods; Time Management; *Trainers; Transfer of Training
IDENTIFIERS- *England

Predicated on the notion that workers will need to transfer new skills to a variety of situations, this document is intended to teach industrial trainers in Britain how people learn and how to train individuals to become independent learners as well as capable performers of specific job skills. The first section of the book is a mixture of exercises and tips on types of learning (memorizing, understanding, and doing) and learning methods for each. The next section offers help on how trainers can help learners to overcome complacency, fear, and disinterest about learning and to become independent learners. Trainers are encouraged to undertake five stages (write learning objectives after task analysis, analyze tasks for difficulty, select training methods to match the kind of learning required, plan a training session, and present the session), and the document includes exercises so that most stages can be practiced. Other exercises help trainers think about how to widen the range of experience they are able to give their learners and how they can make the most effective use of their time. The document concludes with tips on how trainers can encourage continuous assessment of their sessions, a list of the 10 commandments of good listening, a summary, and a 9-item bibliography. (The 10 commandments are: do not talk, help the speaker to relax, express a will to listen, keep away distractions, relate to the speaker, have patience, use self-control, ask questions, tolerate silences, and--again--do not talk!) (CML)

ED 319 994 CE 055 027

*Jones, Peter*

Food and Beverage Provision. Food and Beverage Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.

**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-20-5
PUB DATE- 90
NOTE- 85p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Administration Education; *Dining Facilities; *Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Hygiene; Management Development; Personnel Management; Salesmanship; Supervisory Training; Tourism; *Waiters and Waitresses
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry is intended to consolidate work covered in a 1-day course. The unit covers the essential elements in the final stage of supplying food and drink--the point at which these items are served and sold to the customer. The document begins with an introduction and advice on how to use the unit. Each remaining section covers one of the following topics: (1) styles of service; (2) table service; (3) counter service; (4) planning and design; (5) sales control; (6) organizing the right staff; and (7) hygiene, safety, and the law. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

ED 320 008 CE 055 093

*Ganzglass, Evelyn; Heidkamp, Maria*
State Strategies To Train a Competitive Workforce: The Emerging Role of State-Funded Job Training Programs.
**National Governors' Association, Washington, DC. Center for Policy Research.**
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Dislocated Workers; *Economic Development; Educational Needs; Educational Trends; Futures (of Society); *Job Training; Labor Education; Postsecondary Education; *Program Implementation; *Retraining; *State Aid; State Government; *State Programs

State and local governments have been in the front lines of dealing with the adverse effects of recent economic change. States have embarked on a dual approach to economic adjustment. First, they have established programs that respond to economic change and cushion its deleterious effects on communities and individuals. Second, they have attempted to anticipate and prepare for the massive dislocations that are taking place in the economy. State training programs have been key elements of both strategies. Most of the training programs have been job specific and company specific. Historically, state job-specific training programs have been heavily directed at influencing the locational decisions of firms. Today, as a result of changing demographics and economic conditions, some states have also begun directing their state job training programs inward as a job retention strategy. Following an introductory section and a section on training for expansion, modernization, and retention, this paper briefly describes the job-specific training programs in 17 states. Information is drawn from interviews with state officials, a meeting on "State Strategies for Training a Competitive Workforce," and a 50-state survey on state industry-specific training programs conducted in 1986. (KC)

*Anania, Joanne*
Rethinking Adult Literacy Programs: A Humanities-Based Curriculum.
PUB DATE- 12 Jan 90
NOTE- 13p.; Paper presented at the North American Conference on Adult and Adolescent Literacy (Washington, DC, January 12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Anthropology; *Architecture; Basic Skills; Economically Disadvantaged; *Enrichment Activities; Functional Literacy; *High Interest Low Vocabulary Books; History; Incentives; *Literacy Education; *Literature; Program Evaluation; Relevance (Education); Welfare Recipients; Womens Education
IDENTIFIERS- Illinois (Chicago)

The Roosevelt University Humanities Enrichment Program tries to acknowledge the adult part of adult literacy. Its instructional materials are of interest and value to the adult student and, therefore, provide incentives for reading and discussion instead of serving merely as skill-building exercises. The materials are drawn from literature, history, architecture, and anthropology and are presented by humanist scholars. The students are all Illinois Public Aid recipients, about 97 percent are Black, and about 80 percent are female heads of households. The program's first year was developed around the following four themes: "Cityscapes," "Looking for America," "Lives of Women and Children," and "Heroes and Outlaws." "Cityscapes" is a good example of how the themes were turned into adult education courses. This 5-week course involved two architects, a historian, materials and strategies developed by a reading specialist, newspaper articles, and a walking tour. As with the other themes, this one was begun by identifying familiar aspects of the subject area. Then a degree of generalization and abstraction was introduced in the presentations and reading materials. Finally, there was an experience (the walking tour) that provided concreteness to which the familiarities and abstractions could be applied. Program evaluation was accomplished by student questionnaires and narratives, written by the humanists, describing the strengths and weaknesses of the program. Student responses were very positive. (CML)

CG

ED 320 052 CG 022 547

*Bingman, David E.*

Guidance and Counseling of the Elementary and Middle School Gifted Student.
PUB DATE- 28 Jul 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academically Gifted; Elementary Education; *Elementary School Students; *Gifted; Middle Schools; *School Counseling; *School Guidance

This document presents an annotated bibliography of research and general articles on counseling gifted students in elementary and middle schools. Eight research articles are included which examine, respectively, intelligence scores of gifted students, academic and social self-concepts, family characteristics, underachievement, peer relations, loneliness, student attitudes, and social adjustment. Seven general articles address such issues as counseling gifted adolescents, suicide and the gifted adolescent, identification, underachievement, self-concept, family roles, family problems, and acceleration of gifted students. The first part of the document is a brief "directory of articles"; the second part presents the annotations in alphabetical order by author; and the final part consists of a summary and conclusions in which the point is made that gifted students have many problems in attempting to understand and cope with their talents and that the gifted program of a school requires the guidance counselor to react to it in all domains that the guidance department has available. (NB)

ED 320 082 CG 022 586

*Kyllo, Paul*
The Dysfunctional Workplace: Frankenstein on Campus or Meeting the Monsters We Create.
PUB DATE- 14 Jun 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Counselor Characteristics; Higher Education; Organizational Climate; Self Evaluation (Individuals); *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- *Dysfunctional Behavior

Dysfunction occurs when one person's behavior has control over others or when one person allows others to control him/her through the use of manipulative rules accompanied by self-defeating behaviors in the emotional, psychological, or behavioral realms. Examples of people who are dysfunctional among student services personnel include the person who has no life away from the office; individuals with substance abuse problems; staff who plan every minute and cannot tolerate schedule changes; people who cannot say "no" to a request from a student or peer; individuals searching for a compliment; and the person who lives from one new project to the next without completing the last one. The difficult part is for individuals to see themselves as they are. For students, student professionals need to be good role models. For themselves, they need to examine their own behaviors. Organizations need to allow people to be healthy participants in healthy organizations. Student services personnel can work to overcome the infection of dysfunction and begin to infuse health back into organizations, students, and themselves. (ABL)

ED 320 097 CG 022 602

*Williams, Caitlin Patricia*
Developmental Tasks of the Maintenance Stage of Career Development and Implications for Counselors.
PUB DATE- 16 Mar 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Career Development; Health Personnel; *Maintenance; *Maturity (Individuals); *Occupational Aspiration; Promotion (Occupational)

This study empirically examined the tasks of the maintenance stage of career development as posited by Super (1957), which include holding one's own, keeping up with new developments, and breaking new ground. Participants included upper and mid-level managers in a health care organization. The participants were between the ages of 35 and 64 and had identified themselves as being in the maintenance stage as described in a checklist completed at the beginning of the study. An open-ended question format was used which asked participants to list major career concerns which they had at the present time and the way in which they were dealing with those concerns. Principal component analysis of the data resulted in six latent components. They were: (1) keeping up with new developments; (2) questioning further direction and goals; (3) struggling to hold on; (4) pursuing further education; (5) preparing for retirement; and (6) demonstrating managerial competence and shifting focus. These six components were inferred to represent the developmental tasks of maintenance. As such, they support Super's conceptual model of maintenance. Given the high percentage of people in the maintenance stage of career development, it seems critical that more attention be given to understanding the career development issues of persons at this juncture. (ABL)

ED 320 173 CS 506 944

*Corder, Lloyd E.; And Others*
Pilot Communication Research Project Utilizing the Human Relations Area Files (HRAF).
PUB DATE- 89
NOTE- 51p.; Appendices 3, 4, and 9 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Body Language; Case Studies; Communication Research; Data Collection; Graduate Students; Higher Education; *Humor; Research Projects; Resource Materials
IDENTIFIERS- *Human Relations Area Files; Preliterate Societies

This paper describes the evolution of a group research project undertaken by six communication graduate students, using the Human Relations Area Files (HRAF), a collection of primary source materials on over 250 predominantly pre-literate cultures representing all major areas of the world. The paper narrates the students' research processes, from topic selection ("humor and gender differences in forming a sense of camaraderie in groups"), to a first attempt at using the files, from a pilot study to a search for methodology, from data collection to findings. The paper's first section is organized around a time line used as a basis for a narration of the group efforts in reviewing research literature, gathering pertinent information in the files, and presenting separate hypotheses in class. The second section discusses the development of a variable coding system, used to code all 60 HRAF probability sample files for both 201 and 522 categories. The third section discusses the results of the research review, methodological modifications, coding difficulties, types of jokes found, and the fact that the findings seemed to be congruent with the superiority theory of humor. The next section presents results of the gestures and signs research. The last section evaluates the HRAF study and offers six recommendation as to how the report could be strengthened. Fifteen references are attached, and 11 appendixes containing data, codes, definitions of terms, attitudes expressed and behavior patterns, lists of tribes, etc. conclude the paper. (SR)

ED 320 229 EA 021 865

Locked In/Locked Out: Tracking and Placement Practices in Boston Public Schools.
Massachusetts Advocacy Center, Boston.
PUB DATE- Mar 90
NOTE- 203p.
AVAILABLE FROM- Publication Sales, Massachusetts Advocacy Center, 95 Berkeley Street, Boston, MA 02116 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Grouping; Disadvantaged Youth; Elementary Secondary Education; *Equal Education; *Grouping (Instructional Purposes); Mainstreaming; *Student Placement; *Track System (Education)
IDENTIFIERS- *Educational Restructuring; *Massachusetts (Boston)

In the past 8 years, Boston Public schools have introduced various policy changes aimed at institutionalizing educational equality. Standardization efforts have ignored certain student grouping practices that actually exaggerate and institutionalize inequality in Boston Public Schools. Ability grouping ensures the isolation of students labeled as "different," treats diversity and heterogeneity as liabilities, and allocates the most challenging and enriching educational experiences primarily to students categorized as most "able." This report examines how school-based and districtwide ability grouping practices have eroded the educational experience for all children and put large numbers of Boston's most vulnerable students at a continuous disadvantage. Tracking practices such as ability grouping in regular classes and student placement in special education, bilingual education, and advanced work classes contribute to the failure of the Boston school system, which loses 40 percent of its students before graduation and provides an inadequate education to the majority of those remaining. Based on both statistical data and educational research, the report defines schooling, shows how sorting and grouping practices create an uneven playing field, analyzes consequences for minority students, advocates restructuring for diversity and equal educational opportunity, and advances de-tracking as a moral imperative. Alternative instructional approaches (like accelerated learning, cooperative learning, and peer and cross-age tutoring) are recommended. Extensive chapter references appear at the end of the report. A brochure which describes this report is included. (MLH)

ED 320 244                    EA 021 895

*Rossow, Lawrence F.*
The Law of Student Expulsions and Suspensions. NOLPE Monograph.
**National Organization on Legal Problems of Education, Topeka, Kans.**
PUB DATE- 89
NOTE- 59p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza, Suite 223, 3601 SW 29th, Topeka, KS 66614 ($12.95 plus $2.00 postage and handling on prepaid orders; actual postage and handling added to invoiced orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Discipline; Discipline Policy; Educational Legislation; Elementary Secondary Education; *Expulsion; Inschool Suspension; *School Law; School Policy; *Student Rights; *Suspension

Since the 1975 United States Supreme Court Decision of "Goss versus Lopez," which provided the foundation for the law of procedure in student suspensions, the law of expulsion and suspension has reached such a level of complexity that school officials can no longer simply "do what is right" when punishing students by expulsion or suspension. School officials must know the law. To outline, describe, and interpret the law of student expulsion and suspension as it is known today, the six sections that comprise this book focus primarily on procedural aspects in the elementary and secondary public school settings involving regular education students. Included among the topics examined are Miranda Warnings for students, evidence, emergency suspensions, responsibility for alternative education, and penalties for wrongful suspensions. Additionally, one of the sections provides an overview of the issues surrounding substantive due process. The goal of this book is to help support the school in controlling student behavior while simultaneously respecting the rights of the student. (251 references) (KM)

ED 320 259 EA 021 912

Food Sanitation and Safety Self-Assessment Instrument for School Nutrition Programs.

California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0851-9
PUB DATE- 90
NOTE- 17p.; For related documents, see ED 317 319-320.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.75, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Food Handling Facilities; Food Service; *Food Standards; Hygiene; *Sanitary Facilities
IDENTIFIERS- *California

Like food-service establishments, child nutrition programs are responsible for preserving the quality and wholesomeness of food. Proper food-handling practices prevent contamination and job-related accidents. Application of the evaluation instrument presented in this document to individual programs helps to define proper practices, assess the extent of compliance with California laws, and develop an individual sanitation and safety self-assessment program. The instrument measures compliance to regulations for personal hygiene, food preparation and service, food-serving facilities and equipment, and food storage. All guidelines are referenced to the appropriate article and section of the California Uniform Retail Food Facilities Law (CURFFL) contained in the "Health and Safety Code." Directions for the development of a self-assessment program are also provided. (LMI)

ED 319 914 CE 054 856

*Smreker, Eugene*
Microwave Oven Repair. Teacher Edition.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 87
NOTE- 176p.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 601301, $10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Appliance Repair; Competency Based Education; *Electrical Appliances; *Electrical Occupations; High Schools; *Occupational Information; Postsecondary Education; Skilled Occupations; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- *Microwave Ovens

This competency-based curriculum guide for teachers addresses the skills a technician will need to service microwave ovens and to provide customer relations to help retain the customer's confidence in the product and trust in the service company that performs the repair. The guide begins with a task analysis, listing 20 cognitive tasks and 5 psychomotor tasks for microwave oven orientation and 14 cognitive tasks and 28 psychomotor tasks for microwave oven troubleshooting and repair. A listing of needed tools, equipment, and materials is provided. Six references are listed. The guide contains two units: microwave oven orientation and microwave oven troubleshooting and repair. Each instructional unit includes performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. (CML)

ED 320 023 CE 055 126

Career Options Handbook. A Guide to Career Choices in the Department of the Interior. Unique and Rewarding Opportunities for Historically Black College and University Graduates.

**Department of the Interior, Washington, D.C.**
PUB DATE- Sep 89
NOTE- 30p.
AVAILABLE FROM- U.S. Department of Interior, Office of Historically Black College and University Programs and Job Corps, 18th and C Streets, N.W., Room 2759, Washington, DC 20240.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blacks; *Career Choice; *Career Education; *College Students; *Government Employees; Government Role; Higher Education; *Occupational Information
IDENTIFIERS- *Department of the Interior

This handbook was prepared to encourage students at historically black colleges and universities to become aware of and compete for positions in the U.S. Department of the Interior, as they consider their career options. Additionally, it is intended to provide faculty at these institutions of higher education greater awareness of the numerous and diverse career options offered by the Department. The guide introduces many professional opportunities in the Department that are unique or that apply knowledge and skills of a particular discipline in specialized ways. The guide includes information on the unique mission of the U.S. Department of the Interior, the Department as an employer, nontraditional career opportunities in the Department, exploring and entering Interior's work force; and the application process. Appendixes contain a bureau sampling of position titles and personnel offices of the U.S. Department of the Interior. (KC)

ED 320 067 CG 022 562

*Randolph, Mickey; Nagle, Richard J.*
Intrafamilial Child Sexual Abuse.

PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 29-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; *Child Abuse; *Child Advocacy; Community Support; Counselor Role; Crime Prevention; Depression (Psychology); Emotional Disturbances; Family Characteristics; *Incest; Incidence; Intervention; Learning Problems; *Sexual Abuse; Truancy; *Victims of Crime

This paper reviews information regarding the incidence, demographic characteristics, family characteristics, and immediate/ongoing characteristics of incest victims. The characteristics reported include behavioral indicators of abuse, such as acting-out behavior, self-destructive behaviors, and provocative and inappropriate sexual behaviors; psychological disorders such as depression, suicide attempts, phobias, and compulsions; school-related behaviors such as truancy or underachievement; and physical symptoms. The common features of these behaviors and symptoms are discussed. A final section addresses the role of the school psychologist in prevention, identification, intervention, treatment, and child advocacy for victims of incestuous abuse. It is recommended that the role of child advocate in child sexual abuse cases should involve monitoring the effects of legal intervention on the child, and organizing community support groups. References are included. (TE)

ED 320 127 CS 010 124

*Gentner, Dedre; France, Ilene M.*
The Verb Mutability Effect: Studies of the Combinatorial Semantics of Nouns and Verbs. Technical Report No. 503.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; United Cerebral Palsy Association of Greater Birmingham, AL.
PUB DATE- Jun 90
NOTE- 39p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Context Clues; Higher Education; *Nouns; Reading Research; *Semantics; Sentences; *Verbs
IDENTIFIERS- *Meaning Conditions; Paraphrase; Text Factors

A study investigated the combinatorial semantics of nouns and verbs in sentences; specifically, the phenomenon of meaning adjustment under semantic strain, in an effort to discover whether there are orderly processes of adjustment, and if so, to describe them. The study comprised three experiments. Experiments 1 and 2, tested the hypothesis that the semantic structures conveyed by verbs and other predicate terms are more likely to be altered to fit the context than are the semantic structures conveyed by object-reference terms. In these experiments, subjects (137 university students) paraphrased simple sentences in which verbs and nouns were combined with varying degrees of semantic strain. Results confirmed that verbs alter meaning more than nouns do. The second question, investigated in experiments 3a and 3b, involving 64 university students, was how this meaning adjustment takes place. Results indicated that although meaning adjustment is initiated in response to a mismatch with context, it is nevertheless characterized by orderly semantic processes. (Two tables of data and 9 figures are included, and 55 references are attached.) (Author/MG)

ED 320 143                    CS 212 238

*Schriver, Karen A.*
Document Design from 1980 to 1990: Challenges that Remain. Technical Report No. 39.
**Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 37p.; Also in the journal "Technical Communication," volume 36, number 4, p316-333.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Design Requirements; Research Needs; *Rhetoric; *Theory Practice Relationship; *Writing (Composition)
IDENTIFIERS- Design Research; *Text Design; Text Factors

Arguing that document design had its origins in the 1930s but that much of its development in theory, research, and practice has occurred in the 1980s, this paper provides a snapshot of the evolution of document design. The paper defines "document design" as the theory, research, and practice of creating comprehensible and persuasive texts. The paper includes a comprehensive list of 195 research references and stresses the need to integrate theory and research with practice in the 1990s. The paper concludes by identifying critical challenges to the international growth of document design, both in the academy and industry--challenges that must be met if document design is to flourish. Three figures are included. (RS)

ED 320 158 CS 212 384

*Casey, Jean M.*
Literature Comes Alive with KidLink Computer Conferencing (Telecommunications a Key Link to Literacy and Literature).
PUB DATE- 6 May 90
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Education; Instructional Innovation; Teacher Education; *Telecommunications
IDENTIFIERS- Computer Communication

Telecommunications opens a window to interaction with famous literary characters and to meaningful communication and a new worldwide audience for the budding author. Components of "kids2kids," a project in Orange County, California, designed to expand the audience of student authors, include: The Writing Lesson, Word Processing, and Telecommunications. Another project, KidConnections, focuses on interactive student writing exchanges emphasizing history and social science content. Students in Hanover County, Virginia, learned to use the conference system to process each other's poetry cooperatively and to communicate with literary characters played by student interns, graduate students, and professors. Training student teachers in telecommunications through programs like TeacherNet and TeacherLink insures that innovative educators will be present in the classroom to facilitate this new type of student link to literature. TeacherNet enabled students to send supervisors lesson ideas and plans prior to site visitations and to receive timely feedback from all project participants. The establishment of a support system among participants improved communication and encouraged ease of writing. TeacherLink allowed teachers to interact effectively with other teachers with similar interests around the world. Apple Talk ties faculty, staff, student microcomputers, and local schools through an Apple IIe electronic bulletin board. Beginning Teacher Computer Network helped beginning teachers help each other gain personal insights in areas of multicultural settings and languages other than English. (MG)

ED 320 189 CS 507 215

*Pattison, Polly*
Publication Design & Printing Basics for Cooperative Education Professionals. Cooperative Education Marketing Digest Series 4.
**Cooperative Education Marketing, Inc., Kalamazoo, MI.**
PUB DATE- Jul 90
NOTE- 9p.; Small print on colored paper may not reproduce well.
AVAILABLE FROM- Cooperative Education Marketing Digest Series, 1327 Academy Steet, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Collected Works - Serials (022)
DESCRIPTORS- *Cooperative Education; *Layout (Publications); *Marketing; Postsecondary Education; *Printing; *Publications; Resource Materials
IDENTIFIERS- Visual Design

One of a series of digests on topics related to the marketing of cooperative education, this digest discusses publication basics for cooperative education professionals. Designed to provide the kind of nuts and bolts information to be kept at hand for review before beginning any printing project, the digest discusses: (1) simplicity in the approach and execution of the layout; (2) contrast of size, weight, color, or direction to give impact; (3) structure of elements; (4) eye flow; (5) white space; (6) balance; (7) proportion; (8) unity; (9) how to fit copy to the layout; (10) some typographic "don'ts"; and (11) choosing a printer for the publication (including how to pick a printer, how to work with the printer selected, and some observations about the relationship with the printer). (SR)

EA

ED 320 202 EA 021 787

*Otterbourg, Susan D., Ed.; Adams, Don, Ed.*
Partnerships in Education: Measuring Their Success.
PUB DATE- 89
NOTE- 196p.; Funded in part by a grant from Pacific Telesis Foundation.
AVAILABLE FROM- Publications, InfoMedia Inc., 1132 Gershwin Drive, Largo, FL 34641 (Stock No. 30553; $24.95 plus $3.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Corporate Support; Elementary Secondary Education; Private Sector; *Program Evaluation; *School Business Relationship
IDENTIFIERS- *Partnerships in Education

The effectiveness of school-business partnerships has been difficult to assess. This report focuses on the linkages among the public sectors and educational institutions, and examines the measurement, evaluation, and impact of school-business partnerships. Twenty-four case studies of partnership programs are presented in which measurement and evaluation have been crucial for program success. A special "Results" section within each case study highlights the impact of the school-corporate partnership. An extensive appendix features the measurement and evaluation surveys used by the partnerships to assess the impact of their programs. (LMI)

ED 320 274                                EA 021 935

*Koppich, Julia E.; Kerchner, Charles T.*
The Trust Agreement Project: Broadening the Vision of School Labor-Management Relations, a First Year Progress Report. Policy Paper No. PP88-9-7.
**Policy Analysis for California Education, Berkeley, CA.**
PUB DATE- Sep 88
NOTE- 49p.; Project funded by a special grant from the Stuart Foundations.
AVAILABLE FROM- Publication Sales, PACE, School of Education, University of California, Berkeley, CA 94720 ($4.00; checks payable to the Regents of the University of California).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collective Bargaining; *Educational Change; Educational Policy; Elementary Secondary Education; *Participative Decision Making; School Districts; *School Organization; *Teacher Administrator Relationship
IDENTIFIERS- California; *Trust Agreements

The purposes of the Trust Agreement Project are to develop new forms of school organization and new patterns of relationships among teachers and school administrators, and to expand the range of labor-management discussions in education. Six California school districts participated in this experiment by selecting an area of educational policy in which each would attempt to craft a trust agreement. Lompoc, Poway, and Santa Cruz designated the area of peer assistance and review. Newport-Mesa chose staff development, and Petaluma selected the general area of staff evaluation. San Francisco chose to develop two trust agreements: a career development program for teachers' aides, and an elementary school level interdisciplinary literature-based reading program involving a single elementary school. Trust agreements developed have begun to alter the ways in which organizational decisions are made. Adversarial relationships have begun to give way to collaboration. Teachers are being included as partners in decisions about the structure and method of operation of school districts. The work of each trust agreement district is described. Subsequent sections of the report provide additional analysis of lessons learned this year and plans for the future. The appendix lists project participants by district. (15 references). (MLF)

ED 319 901                                    CE 054 809

*Johnston, Rennie; And Others*
Negotiating the Curriculum with Unwaged Adults...in the Areas of Leisure and Opportunity Creation.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-170-5
PUB DATE- 89
NOTE- 82p.; Print is in light-colored ink.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; *Business Skills; *Curriculum Development; Economic Development; Entrepreneurship; Extension Education; Foreign Countries; Hobbies; Labor Force Development; *Leisure Education; *Nontraditional Students; *Unemployment
IDENTIFIERS- *England

A developmental study explored appropriate teaching and learning strategies for providing education about leisure activities and economic activities to the unemployed in Southampton, England. Developing a curriculum with unwaged adults was found to involve contact-outreach, negotiation, establishing an educational infrastructure, the learning experience itself, learner support and follow-up, evaluation, and integration. The study recommended that developers be clear about sociopolitical aims; foster individual autonomy by helping unwaged adults investigate and understand the social and economic context of unemployment; be clear about what the institution can offer; suggest educational starting points for the adult; and take into account the adult's skills and experience. Providing education for leisure activities was found to have little meaning for many unwaged women and unemployed people in general. Coping activities may be more meaningful. Some learning activities, such as the development of hobbies, were found to require individual help. When trying to help adults create economic opportunities, the developer should plan on a first, exploratory and student-centered stage of student self-assessment, confidence-building and investigating what a business is and how it works. The second, more technical stage will help the student study the details of bookkeeping and other aspects of business. (The document concludes with recommendations for institutions, collaboration contracts involved in the study, a list of elements of good practice, and 27 references.) (CML)

ED 319 943 CE 054 895

*Mattson, Betty J.*
College Level Aviation Curriculum Development.

PUB DATE- 90
NOTE- 99p.; Ed.D. Practicum, Grand Valley State University. The appendixes have multiple reproducibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Aircraft Pilots; *Aviation Education; Curriculum Development; *Flight Training; Higher Education; Technical Education
IDENTIFIERS- *Muskegon College of Business and Technology MI

This document describes a college-level curriculum for airplane pilots that is expected to be available at Muskegon (Michigan) College of Business and Technology in fall 1990. The curriculum offers associate or bachelor degree, college credit for earned flight ratings, private license, transfer credit for other aviation college programs, the possibility of an aviation minor with a business major, a business rather than engineering emphasis, the possibility of earning a basic flight instructor rating in 2 years or 4 years, general education core courses, and the possibility of earning both ground instructor and flight instructor ratings. In addition to a description of current pilot training and a literature review, the document describes the curriculum in terms of accreditation and general education requirements, the curriculum's philosophy, Federal Aviation Administration orientation, the kinds of students the curriculum is expected to attract, the employment orientation of the curriculum, an advisory board, and the scope and sequence of courses. The document includes 48 references and appendices that contain occupational information about piloting; a list of aviation programs; information on Muskegon College of Business and Technology; course descriptions; course fee information; degree requirements; questionnaires for identifying needs, potential employers, and advisory board members; and a list of pilot license requirements. (CML)

ED 319 981 CE 054 965

*Berkowitz, Monroe; Burton, John F., Jr.*
Permanent Disability Benefits in Workers' Compensation.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-050-3
PUB DATE- 87
NOTE- 466p.

AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($15.95 paperback, ISBN 0-88099-050-3; $24.95 clothbound, ISBN 0-88099-051-1).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Adults; *Cost Effectiveness; *Disabilities; *Eligibility; *Fringe Benefits; *Program Evaluation; State Programs; Wages; *Workers Compensation
IDENTIFIERS- California; District of Columbia; Florida; Michigan; Nevada; New Jersey; New York; Ohio; Pennsylvania; Wisconsin

This document, current through 1986, contains four parts. Part I presents a conceptual framework used to view disability among the working age population; the rudiments and objectives of workers' compensation programs; and an explanation of the criteria of adequacy, equity, and efficiency as used in the report. Part II presents a study of 10 jurisdictions: California, Florida, Michigan, Nevada, New Jersey, New York, Ohio, Pennsylvania, Wisconsin, and the District of Columbia. It examines the states' procedures for permanent partial disability benefits and the criteria used by the states for scheduled benefits and for nonscheduled benefits. Part III examines the relationships among workers' disability ratings, workers' compensation benefits, and their actual losses of earnings caused by work-related injuries in California, Florida, and Wisconsin. Part IV evaluates the adequacy, equity, and efficiency of the permanent partial disability benefits in the jurisdictions examined and concludes with a discussion of possible reforms for permanent disability benefits in workers' compensation. An 8-page bibliography is included as well as an alphabetical index, 42 tables, 2 charts, and 6 graphs. (CML)

ED 319 995 CE 055 028

*Jones, Peter*
Food and Beverage Production. Food and Beverage Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
**Hotel and Catering Training Co., London (England).**
REPORT NO.- ISBN-0-948572-19-1
PUB DATE- 89
NOTE- 51p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; Cooks; *Dining Facilities; *Food Service; *Foods Instruction; Food Standards; Food Stores; Foreign Countries; *Hospitality Occupations; *Hotels; Hygiene; Management Development; Salesmanship; Supervisory Training; Tourism
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry is intended to consolidate work covered in a 1-day course. The document begins with an introduction and advice on how to use the unit. The following topics are covered in the unit: (1) planning the menu; (2) food production systems; (3) kitchen planning and equipment; (4) production control; and (5) pricing. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

ED 320 053 CG 022 548

*Geffner, Robert A; McClure, Robert F.*
Changing Sex Role Attitudes with Education: Can It Be Done?
PUB DATE- 14 Apr 90
NOTE- 8p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Change Strategies; College Students; Females; Feminism; Higher Education; *Sex Differences; *Sex Role; *Sex Stereotypes; *Student Attitudes

The goal of this study was to examine the sex role attitudes of typical college students before and after a 15-week sex roles class. A questionnaire consisting of the Bem Sex Role Inventory (BSRI), a modified form of the Attitudes Toward Women Scale, and 34 questions concerning sex-role attitudes and beliefs was administered to students in psychology of sex roles classes and to controls in non-sex role psychology classes. The questionnaire was given to different classes both before and after each semester over a 7-year period between 1982 and 1989. Findings from approximately 430 subjects showed no significant differences between controls and experimental subjects before the course began. Pretest scores revealed gender differences in that men showed more maleness on the BSRI than did women and men were more conservative or traditional and women were more liberal on the Attitudes Toward Women Scale. For experimental subjects, female students' attitudes on the Attitudes Toward Women Scale changed toward more liberal sex-role attitudes after taking the sex roles class. Male students' attitudes did not change significantly after taking the course. All analyses for control subjects showed no significant differences between pre- and post-test scores. (NB)

ED 320 083 CG 022 587

Elementary Developmental Guidance Plan: Pilot Program 1988-1989.

**Orange County Public Schools, Orlando, Fla.**

PUB DATE- 89
NOTE- 242p.; For related documents, see CG 022 588-590.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counseling Objectives; Counseling Services; Counseling Techniques; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Elementary School Students; *School Guidance; Student Development

This document articulates the goals and objectives of the elementary developmental guidance program in the Orange County, Florida Public Schools system. The stated foundation is that developmental guidance is founded in the belief that each student is unique and singular, possessing intrinsic worth and specific rights. The focus is on sequential programs of services and activities aimed at assisting the individual to develop and achieve realistic and self-satisfying life goals based on an understanding of self needs, interests, and abilities. The goals and objectives are discussed for kindergarten through fifth grade. Eight goals are listed for each grade level and multiple specific objectives are described for each goal. These goals include understanding the school environment; understanding of self and others; understanding attitudes and behaviors; decision making and problem solving; interpersonal and communication skills; school success skills; career development and educational planning; and community pride and involvement. Planning forms and descriptions of guidance activities are provided for each of the eight goals. Separate units are provided for primary and intermediate levels. (ABL)

ED 320 113 CS 010 107

*Adams, Arlene*

The Oral Reading Errors of Learning Disabled Readers: Variations Produced within the Instructional and Frustration Ranges.

PUB DATE- Dec 88
NOTE- 39p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Learning Disabilities; *Miscue Analysis; *Oral Reading; *Reading Ability; Reading Research; *Word Recognition
IDENTIFIERS- *Frustration

A study compared the word recognition errors of learning disabled readers using reading instructional level materials (word recognition rates between 3% and 9% and frustration level materials (word recognition rates greater than 9%). Subjects, eight learning disabled students chosen randomly from second, fifth, eighth, and eleventh grade levels, were tape-recorded as they read aloud from several texts of varying degrees of difficulty. The tape transcripts were then analyzed for basic miscues (insertions, omissions, teacher-pronounced, and substitutions), reversal errors, substitution types, and linguistic acceptability. Results indicated that: (1) the production of fewer semantically than syntactically acceptable miscues was a pattern for learning disabled as well as normal readers; (2) both syntactic and semantic acceptability was higher for the instructional range than for the frustration range; (3) range of text difficulty was not a factor in the production of differential rates of basic miscues, types of substitution errors, or reversal errors; (4) the eighth grade group produced a greater mean percentage of miscues of all substitution types than the other three grade levels; (5) the eleventh grade group produced a greater mean percentage of linguistically acceptable miscues than the other three grade level groups; and (6) substitutions were the miscue type with the highest rate of production. Findings support the premise of the study, namely, that the production of various miscue patterns has been mistakenly viewed as characteristic of learning disabled readers, when in fact it is more accurately attributed to the use of frustration rather than instructional range materials. (Four tables of data are included; 45 references are attached.) (RS)

ED 320 216 EA 021 835

*Jenni, Roger W.*
Application of the School Based Management Process Development General Model.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *School Based Management;

*Site Analysis
IDENTIFIERS- *Minnesota

The School Based Management Process Development General Model was designed to sequentially outline the factors present in a school system's establishment of school-based management and provide a basis for data analysis. This paper not only describes the model, but applies it in presenting the factors that affect the implementation process of school decentralization. Concepts and constructs that appear in the model are outlined and defined in Exhibit A. Then they are applied to events typically occurring in the developmental stages of implementing school-based (site) management. Four stages or phases representing periods of time for implementation categorize variables within the model. Over 4 years, two Minnesota school districts provided qualitative data generated by case studies, self-report surveys, interviews, observations of site council meetings, and artifacts. Findings revealed that the model provided a reasonable method of cataloging information about program implementation and site-based management. (24 references) (JAM)

ED 320 260                                    EA 021 913

*Bouvier, Leon F.; Martin, Philip L.*
Population Change and California's Education System.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 67p.
AVAILABLE FROM- Circulation Department, Population Reference Bureau,
  P.O. Box 96152, Washington, DC 20090-6125 ($10.00 prepaid plus
  $1.00 postage and handling).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
  (Program/Project Descriptions) (141) Reports - Research/Technical
  (143)
DESCRIPTORS- Dropout Programs; Educational Finance; *Education Work
  Relationship; Elementary Secondary Education; *Minority Groups;
  *Population Growth; *Population Trends; *School Demography
IDENTIFIERS- *California; *Immigration

California's population will increase more rapidly than the United States population as a whole, as immigration plays a larger role in population growth and California accepts over one-third of all immigrants to the U.S. The state's population will also change as it is becoming older and more ethnically diverse. As this report shows, these changes are challenging California's school system, which accounts for nearly 55 percent of the state's budget expenditures. The school-age population between 3 and 24 enrolled in school should increase almost 50 percent between 1980 and 2030. By 1990, Anglos will no longer comprise a majority of this population; by 2015 there will be more Hispanic than Anglo students and more Asian than black students. California schools must cope with growth and ethnic diversity by creating better dropout prevention programs, improving Hispanic and black students' academic achievement, training a sufficient corps of effective teachers, and determining the schools' proper roles in enculturating immigrants and their descendants. It is unclear whether California will continue to increase educational funding or concentrate on divisive debates over bilingual education and other issues as the state's population changes. Schools will play an even more important role in California's future economy, because a service economy requires "knowledge" workers. If schools continue to lose 20 to 30 percent of their students as dropouts, they impose remedial training costs on business and society. Chapters are accompanied by numerous tables and references. An appendix presents demographic assumptions. (MLH)

ED 319 887 CE 053 940

Employment and Training by Sector in Greece, Spain and Portugal. CEDEFOP Flash 9/89.

**European Centre for the Development of Vocational Training, Berlin (West Germany).**

PUB DATE- Dec 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Educational Policy; *Fashion Industry; Foreign Countries; *Job Development; *Job Training; *Labor Force Development; *Vocational Education
IDENTIFIERS- Greece; Portugal; Spain; *Textile Industry

This publication of the European Centre for the Development of Vocational Training (CEDEFOP) describes a project investigating employment and training in Greece, Spain, and Portugal. An introduction tells why CEDEFOP has given priority to those countries. The second section reports the project's examination of the textiles and ready-to-wear clothing sector. The third section reports on production and restructuring of that sector. The fourth section takes up the issues of restructuring and membership. Education is the subject of the fifth sector. The sixth section addresses basic and applied research. The seventh section is about needs that are common to all the countries studied. A four-item bibliography is included. (CML)

ED 319 929 CE 054 877

*Wickert, Rosie*
No Single Measure. A Survey of Australian Adult Literacy. Summary Report. A National Policy on Languages Initiative.
**Sydney Coll. of Advanced Education, Haymarket (Australia). Inst. of Technical and Adult Teacher Education.**
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
REPORT NO.- ISBN-0-644-09140-1
PUB DATE- 89
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; Basic Skills; *Critical Thinking; Foreign Countries; *Functional Literacy; Integrated Curriculum; Labor Force Development; *Literacy Education; *Mathematics Instruction
IDENTIFIERS- *Australia; *Workplace Literacy

A survey of the literacy proficiency of 1,500 Australian adults indicates that: (1) people who demonstrate some proficiency with using printed material should not be classified as illiterate; (2) appropriate rating scales should be developed for assessing adults' literacy skills; (3) more detailed analysis of the characteristics of those who perform least well on each of the three literacy dimensions (document, prose, and quantitative) is needed; (4) short-term labor market programs will not be sufficient to compensate for the effect that years of disadvantage have had on levels of literacy proficiency; (5) there is an urgent need to upgrade numeracy skills in the context of literacy within restructured occupations; (6) literacy training that is integrated with job training should be adopted whenever possible; (7) employers should be encouraged to develop their workers' literacy skills; (8) the value of literacy should be promoted within the community; (9) all children should be assured of many literacy experiences; (10) there is value in writing official documents in plain English but that should not be confused with upgrading the literacy skills of adults; (11) critical thinking skill instruction should be integrated into literacy programs; (12) adult literacy programs should provide opportunities for adults to acquire broad knowledge; (13) school-based literacy may not be a good indicator of what constitutes adult literacy; (14) adult literacy objectives should include upgrading numeracy skills; (15) varied, flexible, and adequate literacy programs must be provided; and (16) raising literacy standards should be part of improving the life of all Australians, not just a way of putting the unemployed to work. (The document includes 15 tables, 14 figures, and 26 references.) (CML)

ED 319 956 CE 054 914

*Murphy, Karen L.*
A Study of Motivation in Turkish Distance Education.

SPONS. AGENCY- International Council for Distance Education.
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Also sponsored by a Fulbright-Hays dissertation fellowship. For a related document, see CE 055 033.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Attribution Theory; *Cultural Context; Cultural Influences; *Distance Education; Foreign Countries; Higher Education; *Open Universities; Social Influences; *Student Attitudes; *Student Motivation; Telecourses
IDENTIFIERS- *Turkey

An investigation was conducted to describe the context of distance learning by examining the factors to which first-year distance learners attribute their success and failure and the influences on those attributions. It tested the attribution theory of achievement motivation in a distance learning setting. The method was a qualitative case study: data were obtained through observations, interviews, and questionnaires conducted with a small sample (about 100 in parts of the research process) of first-year distance learners at Anadolu University's Open Education Faculty in Eskisehir, Turkey. These learners had to make a hasty transition from the traditional teacher-centered form of their high school education to one in which they must function independently as they learn from textbooks and, optionally, from instructional television programs and a limited offering of face-to-face lectures. Results indicate that the students attribute both their success and their failure primarily to effort and ability and secondarily to luck. Personal, cultural, and educational factors combine to influence their attributions for success and failure. Salient among these factors is the Turkish oral cultural tradition, which affects distance learners' attributions most strongly and often leads to changes in behavior. (45 references) (Author/KC)

ED 320 009 CE 055 101

Safety System Design for Technology Education. A Safety Guide for Technology Education Courses K-12.

**North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.**

PUB DATE- Mar 90
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Course Content; Design Requirements; Elementary Secondary Education; Emergency Programs; Hazardous Materials; Industrial Arts; Injuries; Laboratory Safety; Learning Modules; Occupational Safety and Health; *Program Development; *Safety Education; Safety Equipment; *School Safety; *Systems Approach; *Technological Advancement; Units of Study; Vocational Education

This manual is designed to involve both teachers and students in planning and controlling a safety system for technology education classrooms. The safety program involves students in the design and maintenance of the system by including them in the analysis of the classroom environment, job safety analysis, safety inspection, and machine safety design. The guide is organized in 3 sections comprising 12 units and an appendix. The first section, safety system design, focuses on the following topics: environmental factors; human factors; tools and equipment; processes; materials; outside influences; and feedback. The second section presents example applications of the safety system in communication, manufacturing, transportation, construction, and research and development. The appendix includes student activity forms, safety report forms, emergency action procedures, and suggested organizational resources. (KC)

ED 320 098 CG 022 603

*Burnham, Sonja; Satcher, Jamie*

Guide to Community Colleges Serving Students with Learning Disabilities (Mississippi, Alabama, Georgia, Tennessee & Florida).

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 17p.
GRANT- H078C0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adjustment (to Environment); *Community Colleges; *Learning Disabilities; Remedial Instruction; Remedial Programs; School Counseling; *Special Needs Students; *Student Personnel Services; Two Year Colleges; *Two Year College Students

Community colleges in Mississippi, Alabama, Georgia, Tennessee, and Florida providing services and accommodations for students with learning disabilities are discussed in this document. Over 40 community colleges are included. Requirements for college entry are described for each college. Services provided by the college are discussed. These include advisement; remedial skills classes; counseling; training programs; support groups; orientation programs; career development courses; computers for student use; access to typists; and study skills classes. Accommodations each college makes are also discussed. These include video-taped lectures of required courses; tutors; notetakers; untimed examinations; tape recorders in the classroom; extension of time to complete degree requirements; extension of time to complete course assignments; readers; oral examinations; reduced classload; course substitutions; and tape recordings of books used in class. A contact person for each college and its average yearly enrollment are listed. (ABL)

ED 320 144 CS 212 355

*Wallace, Doris B.*
The Genesis and Microgenesis of Sudden Insight in the Creation of Literature.
PUB DATE- Mar 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Authors; *Cognitive Processes; Creative Writing; *Creativity; *Literary Criticism; Literary History; Problem Solving; Psychological Characteristics; *Psychological Patterns; *Synthesis
IDENTIFIERS- Cognitive Research; *Literary Theory

The literary field offers an especially rich array of examples of the insight phenomenon and demonstrates that insight experiences occur outside the problem-solving paradigm of cognitive science. Analysis shows that the seemingly unitary moment of insight is actually a microgenetic sequence (a rapid sequence of developmental change) deeply imbedded in a larger developmental sequence. For instance, the insight of Dorothy Richardson (who is credited with "inventing" the stream of consciousness writing style) can be divided into the two stages of (1) sudden realization and (2) simultaneous negation of the author and emergence of the world of the novel. Insight is best understood as a family of phenomena occurring in creative work, which includes problem finding, problem resolution, synthesis, discovering similarities, analogies, increase in certainty, recognizing error, the "mot juste," and so on. Each kind of insight has several facets: the organizational facet, which serves to reorganize thought; the developmental facet, which is the microgenetic sequence; and the modality facet, which may be unimodal or crossmodal. Insight is neither a momentary flash nor a mysterious essence. Rather, it is a modality of thought with its own microgenesis embedded in a macrogenetic context whose post-insight phase may herald the beginning of a whole new project whose content is still unknown. Insights can be viewed as many small windows through which the prolonged process of creative work may be viewed. (Forty-two references are included.) (SG)

ED 320 174 CS 507 168

*O'Keefe, Barbara J.; Lambert, Bruce L.*
Effects of Message Design Logic on the Communication of Intention.

PUB DATE- Nov 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Some materials in the tables and appendixes may not be completely legible because of small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Objectives; *Communication (Thought Transfer); *Communication Research; Higher Education; Interaction; *Models; *Rhetorical Theory; *Social Behavior
IDENTIFIERS- *Communication Patterns; *Message Design; Message Perception

In producing and comprehending messages, a communicator relies on a "message design logic" embodying an individual's knowledge about how to relate message forms and functions. According to this model, there are three different message design logics: (1) expressive, in which self-expression is the chief function, and affective and idiosyncratic principles connect messages to the context; (2) conventional, in which the point of messages is to secure specific responses and in which messages are connected to their context by institutionalized appropriateness norms; and (3) rhetorical, in which messages are meant to create consensus between sender and receiver, and in which messages are connected to context by character, motivation, and social coordination models. One of two preliminary studies (207 undergraduate subjects) developed a method for investigating how differences in design logic are manifested in the thoughts a message producer has about the communication situation. A second study (in which 507 undergraduates served as subjects) investigated the role of the design logics employed by both message producer and receiver. Results of both investigations indicated that messages reflecting the operation of different design logics are produced by people who have systematically different thoughts about the communication situation and that these differing communicative intentions are mirrored in the differential attribution of thoughts to message producers by respondents. (SG)

ED 320 203                    EA 021 789

*Daresh, John C.; Playko, Marsha A.*
Preservice Administrative Mentoring: Reflections of the Mentors.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Mentors; *Professional Development; *Training Methods
IDENTIFIERS- *Beginning Administrators

As this monograph shows, information exists regarding mentoring's value in private business and benefits experienced by mentored school administrators. However, the literature contains few descriptions regarding benefits realized by individuals serving as mentors in programs designed to prepare educational leaders. A recent study involved the use of in-depth interviews with a group of seven practicing administrators who worked directly with aspiring administrators serving as candidates in the Danforth Foundation Program for the Preparation of School Administrators. Interviews focused on the extent that mentors' expectations were realized during the first year of program participation. Each mentor selected for intensive interviewing had been recognized by at least 5 out of 17 candidates as an administrator consulted on at least 3 occasions during the school year. Five distinct themes emerged: (1) administrative mentors derived considerable satisfaction as program participants; (2) mentors expressed positive feelings about being teachers again; (3) mentors were exposed to ideas from other school systems; (4) mentors were exposed to recent research on effective school practices; and (5) mentors viewed their role as an affirmation of their value to their local school systems. In sum, mentorship was found to be a mutually enhancing process. More research is needed on the formation of mentoring relationships and their maintenance over time. (Nine references) (MLH)

ED 320 245 EA 021 896

*Dahl, Rene F.*
Legitimacy and Program Continuation.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Community Support; Developmental Continuity; Elementary Secondary Education; Program Evaluation; Program Validation
IDENTIFIERS- California (San Francisco Bay Area; *Legitimacy

This paper examines the extent to which legitimacy affects program continuation, and focuses on the process by which programs attempt to maintain legitimate status through conformity with the larger environment. Legitimacy is defined as cultural support from a program's larger environment, such as the school district or community. An innovative mathematics-science curriculum, Finding Out/Descubrimiento, is studied to test a three-part hypothesis: the formal continuation, quality, and duration of an instructional innovation will be positively associated with its degree of perceived acceptance by administrators. Observation and questionnaires are the methods used in this sample of 26 predominantly urban schools and 51 teachers. Three measures of the independent variable, legitimacy, are combined to create an index, which is correlated with the three dependent variables: formal continuation, quality, and extent. Regression analysis controls for three other variables: grade level, resources, and first-year implementation. The findings demonstrate support for the hypothesis. A positive statistically significant relationship exists between legitimacy and: (1) formal continuation; (2) four indicators for quality of continuation; and (3) two indicators for the extent of continuation. The appendix includes statistical tables to support the conclusions. (6 references) (LMI)

ED 319 915 CE 054 857

*Baugus, Mickey; Fulkerson, Dan, Ed.*

Motorcycle Mechanic. Teacher Edition.

**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 892p.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 100462, $23.00).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auto Mechanics; *Maintenance; Metric System; *Motor Vehicles; Postsecondary Education; Secondary Education; *Small Engine Mechanics; Vocational Education
IDENTIFIERS- *Motorcycles

These teacher's materials are for a 19-unit competency-based course on entry-level motorcycle mechanics at the secondary and postsecondary levels. The 19 units are: (1) introduction to motorcycle repair; (2) general safety; (3) tools and equipment; (4) metric measurements; (5) fasteners; (6) service department operations; (7) motorcycle engines; (8) battery and electrical service; (9) carburetion and fuel systems; (10) wheels and tires; (11) steering and suspension; (12) brakes; (13) clutches; (14) starting systems; (15) basic ignition tune-up; (16) basic engine tune-up; (17) basic chassis tune-up; (18) assembly and predelivery; and (19) one-cylinder engine top-end service. The first section is designed to show teachers how to use the materials and includes an explanation of instructional elements, an instructional task analysis for each unit; a list of tools, equipment, and materials; and a list of 25 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 319 969 CE 054 934

*Fleck, Vivien; Law, Carol*
Effective Instruction. A Practical Guide to the Principles Involved.
**Industrial Training Research Unit, Cambridge (England).**
REPORT NO.- ISBN-0-905308-255
PUB DATE- 86
NOTE- 36p.
AVAILABLE FROM- Industrial Training Research Unit, 71 Bridge Street, Cambridge CB2 1UR, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; Classroom Techniques; Curriculum Development; *Education Work Relationship; Error Correction; Foreign Countries; *Industrial Training; *Instructional Effectiveness; Labor Force Development; *Learning Strategies; Mnemonics; Questioning Techniques; Staff Development; Task Analysis; Teacher Education; Teaching Methods; *Teaching Styles; Time Management; *Trainers; Transfer of Training
IDENTIFIERS- *England

Intended as a practical introduction to training for British business people whose jobs involve providing training but who are not full-time trainers, this document discusses the principles of effective instruction and the practical implications of such instruction. The introduction: (1) argues that effective instructors are made, not born; and (2) lists effective instructor style characteristics (developing a rapport with trainees, having a flexible approach to accommodate individual needs, and adapting to different types of learning). The bulk of the document explains effective instructor style techniques, which include having clear objectives, taking into account different kinds of learning, using alternative training strategies, recognizing that trainees have more than one learning need, talking less but more effectively, inviting participation, encouraging trainee independence, appraising progress, having strategies for error correction, diagnosing errors by questioning the trainee, checking the effectiveness of instruction, and using time well. The document concludes with a summary of good instructional practice and appendices that describe a study of instructor effectiveness, an explanation of methods to help prevent errors in what is to be learned, a quiz that asks readers when they would correct particular kinds of errors frequently made by trainees, and answers to the quiz. (CML)

ED 320 024 CE 055 178

*Carraway, Cassandra Todd*
Review of Literature on the Control of Nurse Burnout. Societal Factors Affecting Education Seminar.
PUB DATE- Nov 87
NOTE- 18p.; Specialization paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Coping; *Nurses; *Nursing Education; Relaxation Training; Stress Management; Stress Variables; Teacher Alienation; *Teacher Burnout; Teacher Morale; Teacher Motivation; Teacher Persistence; Teaching Conditions; Teaching Hospitals
IDENTIFIERS- *Nursing Educators

As reflected in the Cumulative Index to Nursing and Allied Health Literature, no articles with the term burnout in their titles were published prior to 1978. However, by 1980 the number of articles about burnout had increased dramatically in an explosion of awareness of the problem. Various writers and researchers have identified the stressors that can lead to burnout for a nursing faculty member. Among the identified stressors are preparation and teaching of new courses; initiation of team teaching; assumption of leadership roles and administrative responsibilities; increased workload in relation to the amount of classroom teaching and increased committee responsibilities; the multiple relationships in which the faculty member is placed, including those with students, patients, families, other academicians, and other health care professionals; frequent involvement in conflict situations; and having to adopt a second profession (education) and its values and standards of competence, while maintaining the first profession (nursing) and its values and standards. Among the actions recommended for preventing and managing burnout are fostering a concept of collegiality among nursing educators, offering training programs that teach coping strategies, and fostering an organizational awareness of burnout problems. (36 references) (CML)

ED 320 038 CG 021 828

*Johnston, Lloyd D.*
Reducing Drug Use in America: A Perspective, A Strategy, and Some Promising Approaches.
Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE- Apr 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Drug Abuse; *Drug Education; Educational Objectives; Health Promotion; *Intervention; *Prevention; Psychoeducational Methods; Social Change; Student Attitudes; Student Behavior; Student Subcultures; *Substance Abuse
IDENTIFIERS- *Monitoring the Future

After a brief overview of the size and nature of illicit drug use observed among American adolescents and young adults over the past 20 years, this paper argues that the nation's reliance on supply reduction as its primary strategy for controlling drug abuse has been unsuccessful. Of the two approaches to demand reduction--coercive techniques versus changing beliefs, attitudes, and norms--the latter, and primary prevention in particular, are judged most promising. The paper discusses three essential components to the process of early intervention: idea generation, program development, and systematic evaluation. The report examines the two most far-reaching current approaches to prevention--school-based programs and media-based efforts; the report then offers recommendations. The study also presents a number of specific ideas for expanded approaches to prevention. These include emphasis on health and other risks associated with various substances; early creation of parent groups; recreational alternatives for adolescents to "partying" organized around substance use; systematic attempts to change norms among adolescents regarding drug use; and a serious societal response to the adverse effects of widespread alcohol and cigarette advertising. The drug-related beliefs and attitudes of young people are examined, and procedures for changing those beliefs are suggested. (TE)

ED 320 068 CG 022 563

*Howard, Susan S.; Scherman, Avraham*
An Evaluation of an Educational Group for Children of Divorced Families.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Problems; *Childhood Needs; *Child Welfare; *Divorce; Emotional Problems; *Group Counseling; Group Experience; Intermediate Grades; *One Parent Family; Preadolescents; *Program Effectiveness; Program Evaluation; Self Concept; Student Attitudes

This study assessed the effectiveness of a 6-week school-based intervention program for children of divorce. Children's school behavior problems, attitudes and beliefs about divorce, self-concept, academic performance, and measures of group support were evaluated. Participants consisted of 127 fourth and fifth graders randomly assigned to experimental (divorce), control (divorce), and comparison (intact) groups. Teachers, parents, group leaders, and the children themselves were administered pre, post, and 4-month follow-up testing. Overall, the program children's scores did not significantly exceed those of nonprogram children across most measures, even when time since divorce was considered. However, pretesting was observed to have an effect on two child ratings at posttest and parent ratings at follow-up. The most promising findings were that the children positively perceived the group experience, and were rated as exhibiting only mild problems after the group and a moderate degree of strength. Implications of the study, limitations, and prospects for future research are discussed. References are included. (Author/TE)

ED 320 128                         CS 010 125

*Adams, Marilyn Jager; Osborn, Jean*
Beginning Reading Instruction in the United States.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 16 May 90
NOTE- 8p.; Paper presented at the Meeting of the Educational Policy Group (Washington, D.C., May 16, 1990). For the book which is the subject of this briefing, see ED 317 950; for a summary, see ED 315 740.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Grade 1; *Phonics; Primary Education; *Reading Instruction; Reading Readiness; *Reading Research; *Reading Skills; State of the Art Reviews
IDENTIFIERS- Educational Issues

A study examined the role of phonics instruction in beginning reading and culminated in a report which has been published as a book entitled "Beginning to Read: Thinking and Learning about Print." The study centered around the debate over whether phonics instruction promotes or impedes development of the attitudes and abilities required for reading comprehension. The study was based on a review of the literature on the merits and demerits of phonics instruction; theory and empirical research related to the nature of reading and its acquisition and mastery; the history of the debate; the relative effectiveness of different instructional approaches; the theory and research on the knowledge and processes involved in skillful reading; and the various literatures relevant to reading acquisition. The studies indicated with impressive frequency that instructional approaches that include systematic phonics lead to higher achievement in both word recognition and spelling, at least in the early grades, and especially for slower or economically disadvantaged students. The study also found that precise identification of the factors underlying the phonics advantage is not possible. Specialized literatures concerning the research and theory on skillful readers, on poor readers, and on children who have not yet entered school are summarized in the report. The

overall findings of the study suggest that a child's success in learning to read in the first grade appears to be the best predictor of his or her ultimate success in schooling, yet children's first grade reading achievement is seen to depend most of all on how much they know about reading before they get there. (RS)

ED 320 159 CS 212 386

*Vesterman, William*
The College Writer's Reader: Essays on Student Issues. 1989 Edition.
REPORT NO.- ISBN-0-07-067434-5
PUB DATE- 89
NOTE- 542p.
AVAILABLE FROM- McGraw-Hill Book Co., Order Services S-1, Princeton Rd., Hightstown, NJ 08520 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Students; *Expository Writing; Freshman Composition; Higher Education; Student Writing Models; *Writing Assignments; Writing Skills; *Writing Strategies
IDENTIFIERS- Writing Development; Writing Tasks

Intended for college students, this book of readings, exercises, and advice focuses on issues of special relevance to college students and the general tasks of writing in college. The book is divided into eight sections, each of which contains a "classic" essay, a student essay, and a how-to essay, as well as 8 to 10 other essays on the general theme of the section. The first section, "The Higher Learning: A Freshman Orientation," addresses the issues of college education in a collection of 11 essays. The second section, "Reading and Writing: Language as Liberal Education," addresses the functions that language and writing skills in college fulfill. Each succeeding section emphasizes a particular writing task and combines that task with a particular topic. The section titles are: "Relationships: Writing on Personal Experience"; "Life on and off Campus: Reporting Information"; "The Life of the Mind: Analysis and Interpretation"; "Entertainment and Popular Culture: Writing for Appreciation and Judgment"; "Careers and the Curriculum: Explanation and Evaluation"; and "Issues and Ethics: Writing for Argument and Persuasion." Each section ends with the how-to essay, and in each of these, a famous writer offers consice advice on some particular aspect of the general tasks students often face in freshman composition. Each essay is followed by a series of questions structured to stimulate reading, discussion, and writing by inviting further personal responses to issues and themes, by covering matters of technique relevant to both the particular category of the essay's section and to general writing strategies, and by comparing the essay with others in the section and in the book. Two writing assignments follow each selection--one generally for a shorter exercise and one for a longer paper. (MG)

ED 320 230 EA 021 866

*Michaud, Pierre; And Others*
Demography and School Enrollment: A Case Study.
**Ontario Inst. for Studies in Education, Toronto.**
REPORT NO.- ISBN-0-7729-4528-4
PUB DATE- 88
NOTE- 120p.
AVAILABLE FROM- MGS Publications Services, 880 Bay St., 5th Floor, Toronto, Ontario M7A 1N8 Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Boards of Education; *Catholic Schools; Economic Factors; Educational Planning; Elementary Secondary Education; *Enrollment Influences; *Enrollment Projections; Foreign Countries; *Measurement Techniques; Qualitative Research; *School Demography; Social Influences; Statistical Analysis
IDENTIFIERS- *Ontario

In the past few years, political, economic, and social conditions in Ontario have changed rapidly. In some regions unexpected shifts in population have adversely affected school organization, and schools have had to be opened or closed in haste. This study has a twofold aim: to develop a methodology that will enable Ontario school boards to make demographic projections in support of educational planning, especially in regard to language of instruction, denominational character, and the educational needs of various socioeconomic groups; and to apply the methodology specifically to the Stormont, Dundas, and Glengarry County Roman Catholic Separate School Board. Conventional quantitative demographic methodology is complemented by structured interviews to investigate the general socioeconomic circumstances of the region and the decisions that families make in regard to school enrollment. The methodology is then applied to the projection of enrollment in a school board where the three factors (language, religion, and social class) affect attendance rates. This board, which seems to be experiencing enrollment fluctuations, covers both rural and urban areas. It offers what are known as "regular" and "adapted regular" programs to Francophone students, and "core" and 50/50 immersion programs to Anglophone students. The report's four chapters respectively provide an introduction, present the study methodology, illustrate the methodology by applying it to a particular school board, and finally present a summary of demographic observations and a critical review of the approach adopted. (34 references) (MLF)

ED 320 190 EA 021 321

*Augenstein, John J.; Steininger, Rochelle*
An Analysis of Selected Research on the Catholic School Administrator 1969-1987.
PUB DATE- Aug 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Attitudes; *Administrators; *Catholic Educators; *Catholic Schools; *Educational Research; Elementary Secondary Education; Instructional Leadership; *Private Education

This paper examines research conducted on Catholic school administrators. The basic questions used to identify and categorize data were: (1) Who are the researchers and from what types of universities do they come? (2) What types of Catholic school administrators are studies? (3) How are these administrators studied? and (4) What is the focus of research on these administrators? A computerized search of dissertation abstracts produced 143 items for the period 1969-88, and of those, 51 focused on Catholic school administrators. Results indicate that male researchers predominate, the majority of the research was conducted at private Catholic universities, principals were the popular subject, and the primary focus of research was administrator behavior. (SI)

ED 320 275 EA 021 937

*Norman, O. Gene, Comp.*
School Law: A Selected Bibliography to Resources.
Indiana State Univ., Terre Haute. Library.
PUB DATE- Feb 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abbreviations; Annotated Bibliographies; College Libraries; Constitutional Law; *Court Litigation; Federal Courts; Higher Education; *Library Collections; *Resource Materials; *School Law; State Courts
IDENTIFIERS- *Legal Research

Throughout this bibliography, an asterisk identifies citations especially useful for school law classes. The library identification code and a brief annotation accompany the citations that are organized in the following sections: (1) guides to legal research; (2) indexes; (3) dictionaries, encyclopedias, directories, and handbooks; (4) American Digest system; (5) federal statutes, reports, and rules and regulations; (6) state statutes, reports, rules and regulations; (7) National Reporter system; (8) Shepard's Citations; (9) periodicals and year book; and (10) databases. Location abbreviations and a list of selected legal abbreviations are included. (MLF)

ED 319 902                                   CE 054 815

*Parker, Linda Bates; Keeling, Ann E.*
Marketing Cooperative Education Programs to Multi-Ethnic Students.
Cooperative Education Marketing Digest Series No. 3.
**Cooperative Education Marketing, Inc., Kalamazoo, WI.**
PUB DATE- May 90
NOTE- 9p.; Document printed on colored paper with light ink.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Programs; *Cooperative Education; Cooperative Programs; *Ethnic Groups; Higher Education; *Marketing; *Minority Groups; Program Development; *Student Recruitment

Cooperative education and career development practitioners must use marketing to demonstrate to multiethnic students that cooperative education is a viable option for them. A department must be willing to invest time necessary to establish links with multiethnic faculty, staff, and student leaders if it is to create an environment attractive to multiethnic students. Cooperative education staff charged with outreach to multiethnic groups must get involved with students, get to know them, and encourage them to be different and to pursue opportunities that are new. A multiethnic outreach effort with a step-by-step market research and action program is needed. The key factor in effective efforts to reach multiethnic students is the ability to recognize and value the uniqueness of these individuals and to demonstrate positive response to this uniqueness. There are no instant solutions to attracting multiethnic students to participation in cooperative education. Successful marketing efforts require time, creativity, and a trial and error approach. The continued success of college cooperative education programs in the future may will depend on their ability to attract multiethnic populations. (KC)

ED 319 944 CE 054 896

Serving At-Risk Students through Vocational Education. A Process, Not an Event.

**North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.**

PUB DATE- Nov 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Cooperative Education; Disadvantaged; *Dropout Prevention; Dropout Programs; Dropouts; *High Risk Students; Incentives; Job Placement; Mentors; *Noncollege Bound Students; One Parent Family; *Parent Participation; Parent School Relationship; Pregnant Students; Role Models; School Holding Power; Secondary Education; Self Esteem; *Special Needs Students; *Vocational Education; Work Study Programs
IDENTIFIERS- *North Carolina

The at-risk students served by vocational education include academically disadvantaged students, dropouts, students with limited English proficiency (LEP), pregnant teens, single parents, migrants, economically disadvantaged students, handicapped students, and potential dropouts. The claim that the U.S. economy is healthy because unemployment is relatively low hides the radical job market changes of recent years, the dilemma of one-parent families, and the growing number of working poor. Between 1973 and 1986, young families lost over one-quarter of their real income and fared far worse than any other age group. Although all young families earned less, minority and female-headed families fared far worse. Between 1967 and 1986, the poverty rate of young families almost doubled. Among students enrolled in North Carolina vocational programs, 49 percent of disadvantaged students, 56 percent of handicapped students, and 53 percent of LEP students say these programs are a main reason they remained in high school. After graduation, the 1989 unemployment rate of disadvantaged students who completed vocational programs in North Carolina was 8 percent, as compared with a rate of 12.3 percent for youth aged 16-19 statewide. Vocational education in North Carolina offers support services, specialized assessment, special cooperative education and work study programs, job placement services, and programs for pregnant and parenting teenagers. Ideas that work to keep at-risk students in school include incentives (fast food coupons, school supplies, and field trips), tutoring, self-esteem building efforts, role models and mentors, and parental involvement. (CML)

ED 319 996 CE 055 029

*Jones, Peter*
Food and Beverage Control. Food and Beverage Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
Hotel and Catering Training Co., London (England).
REPORT NO.- ISBN-0-948572-18-3
PUB DATE- 89
NOTE- 63p.; For related documents, see CE 055 021-030.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; *Dining Facilities; Equipment Standards; Food Service; Food Standards; Food Stores; Foreign Countries; *Hospitality Occupations; *Hotels; Hygiene; Management Development; *Purchasing; *Quality Control; Supervisory Training; Tourism
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry is intended to consolidate work covered in a 1-day course. The unit covers the key management functions needed to implement an effective purchasing and supply policy. The document begins with an introduction and advice on how to use the unit. The following topics are covered in the unit: (1) purchasing and supply policy; (2) obtaining quality; (3) ordering the correct quantity; (4) dealing with suppliers; (5) purchasing control; and (6) storage. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

ED 320 010 CE 055 102

*Doolittle, Fred; Traeger, Linda*
Implementing the National JTPA Study.
**Manpower Demonstration Research Corp., New York, N.Y.**
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 90
NOTE- 241p.
CONTRACT- 99-6-3356-77-061-01
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; Compliance (Legal); Employment Programs; *Evaluation Methods; Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; *Program Evaluation; Research Methodology; *Research Problems; State Programs
IDENTIFIERS- *Job Training Partnership Act 1982; *Service Delivery Areas

Research on the implementation of the Job Training Partnership Act (JTPA) included a sample of more than 20,000 people in 16 service delivery areas (SDAs). The random assignment model for the study produced estimates of the impact of the overall JTPA program in this sample of SDAs, plus separate impact estimates for individuals recommended for classroom occupational training and on-the-job training. Because some SDAs declined to participate due to fears that the study would disrupt or have a later negative impact on their operations, the U.S. Department of Labor and the research team altered the exclusion rules for the control group, provided technical assistance to help SDAs and service providers meet enrollment goals, simplified the research design, increased the compensation for sites' efforts, and urged states to administer the performance standards system flexibly. The following lessons for future research were developed: (1) when research goals conflict, priorities must be set quickly so that a realistic plan can be developed; (2) if generalizable findings are necessary, major adjustments may have to be made in the study design to recruit a representative sample; (3) if participation by sites is voluntary, sites must be offered incentives to participate; (4) implementing a random assignment research design changes the operation of an ongoing program; and (5) technical assistance and staff training are important. (Appendices provide an overview of JTPA, profiles of the sites, tables comparing participating SDAs with others not participating; and 45 references.) (KC)

ED 320 054 CG 022 549

*Randolph, Mickey; Nagle, Richard J.*

The Long-Term Psychological Consequences of Father-Daughter Incest.

PUB DATE- Apr 88
NOTE- 9p.; Poster presented at the Annual Meeting of the National Association of School Psychologists (20th, Chicago, IL, April 5-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Abuse; Children; College Students; Comparative Analysis; *Daughters; *Fathers; Higher Education; *Incest; *Parent Child Relationship; Personality Traits; *Sexual Abuse; *Stepfamily

This study compared the personality profiles of 30 women who had been incestuously abused as children with a matched comparison group of 30 nonabused women. Women in the incest group self-reported sexual abuse before age 18 by a father or stepfather. Sexual abuse was broadly defined to encompass a range of sexual activities from exhibitionism to sexual intercourse. All subjects completed the California Personality Inventory (CPI) which provides information regarding vocational, educational, social, and familial issues, as well as delinquent and asocial behaviors. Results indicated that incest subjects scored lower on the overall scales of the CPI. Regarding the individual scores, women who had experienced sexual abuse tended to score lower in the areas of sociability, socialization, social presence, self-acceptance, communality, and psychological mindedness. Women who had experienced more intrusive types of sexual abuse (i.e., sexual intercourse) were more likely to indicate problems with self-acceptance and self-confidence in social settings. Women who were incestuously abused at younger ages were more likely to experience internal conflicts and an inability to empathize with others. (Author/NB)

ED 320 084 CG 022 588

# Middle School Developmental Guidance. "Steps to Success."

Orange County Public Schools, Orlando, Fla.
PUB DATE- 89
NOTE- 95p.; For related documents, see CG 022 587-590.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counseling Objectives; Counseling Services; Counseling Techniques; Curriculum Guides; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; *School Guidance; Student Development
IDENTIFIERS- *Middle School Students

This document articulates the goals and objectives of the middle school guidance program in Orange County, Florida Public Schools system. Professional roles and responsibilities are discussed, as well as program implementation. These goals to assist students are listed for the middle school guidance program: (1) understanding the school environment; (2) understanding self and others; (3) understanding attitudes and behaviors; (4) understanding decision-making and problem-solving; (5) understanding interpersonal and communication skills; (6) understanding school success skills; (7) career development and educational planning; and (8) understanding community pride and involvement. Objectives are listed for each of the eight goals for grade levels six, seven, and eight. Thirteen forms are provided, including those for the annual guidance plan, needs assessment, and guidance activities report. Unit outlines are provided for suicide prevention; loss and grief; teenage pregnancy prevention; drug abuse prevention; child abuse prevention; and motivation. (ABL)

ED 320 099 CG 022 604

*Satcher, Jamie*
Accommodating Workers with Learning Disabilities.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjustment (to Environment); *Employee Assistance Programs; Employees; *Employer Employee Relationship; *Learning Disabilities

Someone who has a learning disability has difficulty in perceiving, understanding, and using information from the environment. This disability can cause problems in reading, listening, speaking, writing, spelling, or performing mathematics. Furthermore, learning disabilities may affect motor functioning, memory, and attention. Because a growing number of youths have been identified as having learning disabilities, it is expected that the vocational impact of learning disabilities will receive greater attention as these youth leave school and enter the work force. Most of these youths will have been provided an array of services and accommodations in their secondary programs and many will need continued accommodation in the workplace. Human resource managers can play a vital role in assisting persons with learning disabilities to be successful in employment by: (1) being sensitive to the needs of persons with this hidden handicap; (2) providing an environment in which fear of discrimination will not prevent the employee from disclosing his or her disability; (3) identifying the essential functions of jobs in the workplace so that accommodations may be considered which would allow the employee to be productive on the job; and (4) including the employer in the selection of appropriate accommodations. (ABL)

ED 320 114 CS 010 108

*Sanacore, Joseph*
Intra-Class Grouping with a Whole Language Thrust.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Organization; Elementary Education; *Grouping (Instructional Purposes); *Reading Instruction; *Small Group Instruction; Teaching Methods; *Whole Language Approach

The negative effects of long-term ability grouping has been discussed often in educational literature, and recent research has identified several areas of concern, including a need for more variety in intra-class instructional grouping. Whole language educators are apparently so dissatisfied with the traditional, rigid three-group plan that they may be avoiding most small group patterns. The challenge to whole language teachers is to organize a variety of groups, including Shared Reading, Shared Meetings, Literature Circles, skill groups, and strategy groups. These patterns provide children with flexibility while they prevent the self-fulfilling prophecy of "once a problem reader, always a problem reader." They also complement other ways of organizing instruction, including whole class and individual activities. Unless varied grouping is incorporated into classrooms, the whole language movement may never demonstrate its full potential for helping children grow as readers and writers. (One figure illustrating considerations for organizing whole language instruction is included; 14 references are attached.) (RS)

ED 320 217 EA 021 841

*Howley, Craig B.*
Cultural Contradictions and the Institutional Dilemma of Education in Capitalist America. (An Alternative View of School Effectiveness).
PUB DATE- May 90
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; *Cognitive Structures; *Cultural Awareness; Curriculum Development; Educational Philosophy; Elementary Secondary Education; Futures (of Society); *Hidden Curriculum; Human Capital; Post Secondary Education; *Role of Education; *School Effectiveness; Social Change
IDENTIFIERS- *Bell (Daniel)

Education in America is facing a postindustrial crisis of legitimacy brought on by the cultural contradictions of advanced American capitalism. The theorist and social critic, D. Bell, describes the most significant feature of postindustrial society as "the disjunction of realms." This concept describes the progressive division of labor or technical specialization in all realms and the tendancy of highly organized systems to become disorganized. In U.S. schools, cultural considerations--instilling an appreciation of the nation's cultural legacy and an awareness of the fundamental concerns of the human heart and mind--are being avoided in favor of political and economic concerns. Ideally, schools would be the primary agent through which culture is transmitted and made accessible to students. Yet schools seem ill-equipped for this purpose, as they are driven by the principles of the techno-economic, rather than cultural, realm--novelty (in the form of a preoccupation with reform: "new and improved" education), efficiency (more education for the taxpayers' dollar), and utility (the ability of schools to meet a predetermined, politically charged set of goals established by the polity). In this model, schools serve as little more than institutions that specialize the human intellect for work in the capitalist system. Attempts to counter this anti-intellectual, anti-cultural method of education must center around attempts to articulate the cultural legacy on behalf of the institution of education. Administrators should be critical of attempts to improve schools based on the ends of the techno-economic realm (vocationalism, perpetuation of U.S. global economic supremacy, etc.). (RJS)

ED 319 888 CE 054 077

Alternative Assessment. Special Issue.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Mayor's Office of Educational Services, NY.; New York State Education Dept., Albany.
PUB DATE- Sep 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Citations (References); Educational Resources; *Evaluation Methods; Grantsmanship; *Literacy Education; *Standardized Tests; *Student Evaluation; Testing Problems; Testing Programs; Test Use

This issue of a quarterly newsletter focuses on alternative assessment methods in adult basic education. It is occasioned, as explained in the opening editorial, by the announcement of the requirement for use of the 1987 edition of the Tests of Adult Basic Education for pre- and posttesting of basic education students in New York City, beginning in 1991. The editorial presents an overview of the assessment issue and suggests additional sources of information. Articles in the newsletter include the following: "Rethinking Assessment: Issues to Consider" (Marcie Wolfe); "Standardized Tests: Issues and Concerns" (Karen Griswold); "Alternative Assessment Strategies: Some Suggestions for Teachers" (Sara Hill); "Additional Sources of Information on Assessment-Related Issues" (a 16-item annotated bibliography); and "Mini-Grants 1988-1989." (KC)

ED 319 930 CE 054 878

*Anderson, Jonathan; And Others*

The Use of Technology in Adult Literacy Programs.

SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.

PUB DATE- Jan 90

NOTE- 189p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adults; Basic Skills; Computer Assisted Instruction; *Computer Software; Educational Media; Educational Resources; *Educational Technology; Foreign Countries; Functional Literacy; Hypermedia; Interactive Video; *Literacy Education; *Multimedia Instruction; *Teaching Methods; Teleconferencing

IDENTIFIERS- *Australia

This document describes the use of educational technology (including radio, television, computers, telephones, satellites, and optical laser discs) in adult literacy programs in Australia. Chapter 1 describes the scope of the study that resulted in the document and defines both literacy and educational technology. Chapter 2 contains a generalized set of questions that can be asked about any educational technology and that provide a framework for evaluating educational technology. Chapter 3 describes the use of educational technology in adult literacy programs in Australia. Descriptions of the technologies in use are included for print media, audio material supporting print material, radio, video and television, subtitling, computers, drill and practice, simulation programs, word processing, word and text manipulation, story programs, databases, computer peripherals, teleconferencing, optical laser discs, CD-ROM, videodisc, and hypermedia. Chapters 4-9 present case studies of the use of technology in particular literacy programs. Chapter 10 describes computer software programs that are appropriate for use in adult literacy classes. Chapter 11 is devoted to an exploration of the uses of HyperCard and HyperStory in adult literacy learning. Chapter 12 considers emerging issues and the potential of using educational technologies in adult literacy education. The document concludes with 121 references. (CML)

ED 319 957 CE 054 916

Training for Tomorrow's Countryside. The Report of the Countryside Staff Training Advisory Group.
Countryside Commission, Cheltenham (England).
REPORT NO.- ISBN-0-86170-224-7
PUB DATE- 89
NOTE- 121p.; Document contains colored ink and small type.
AVAILABLE FROM- Countryside Commission Publications, 19/23 Albert Road, Manchester M19 2EQ, England (5.00 pounds).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conservation (Environment); Foreign Countries; *Job Training; *Management Development; Models; *Recreation; *Rural Areas; Rural Education; *Staff Development; Training Methods
IDENTIFIERS- *Great Britain

An advisory group's study of the training needs of people working in countryside conservation and recreation in Great Britain recommends that: (1) employers and training providers make available training that balances the three strands of management (resources, people, and the system), ensure that staff acquire the full range of key skills and core knowledge as well as specialist skills, develop opportunities for all staff to participate regularly in high-quality training throughout their careers, and ensure that staff are aware of their organization's role within a changing countryside and society's demands upon it; (2) higher education develop training that teaches key skills and core knowledge; and (3) all training providers use the countryside training framework as the basis for developing training strategies and programs. (Appendices in the document contain an explanation of the advantages and disadvantages of specific training methods, a description of the education and training opportunities available to countryside staff, a glossary, 28 references, a list of organizations involved in workshops and consultations, a list of members of the Countryside Training Advisory Group, and the illustrative training framework for countryside staff training.) (CML)

ED 319 982 CE 054 966

*Cooke, William N.*
Union Organizing and Public Policy. Failure To Secure First Contracts.
**Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.**
REPORT NO.- ISBN-0-88099-027-9
PUB DATE- 85
NOTE- 172p.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($11.95 paperback, ISBN 0-88099-027-9; $20.95 clothbound, ISBN 0-88099-026-0).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collective Bargaining; *Contracts; *Employer Employee Relationship; *Labor Legislation; Labor Relations; Negotiation Agreements; Negotiation Impasses; Public Policy; *Unions
IDENTIFIERS- *National Labor Relations Board
A study sought to explain why unions fail to obtain contracts 25-30 percent of the time, even after winning the right to negotiate contracts in secret ballot elections. Data were collected from union representatives and National Labor Relations Board (NLRB) records pertaining to a sample of 135 Indiana cases and a sample of 140 cases nationwide where unions had won the right to negotiate during 1979-80. Because the national sample exclusively involved unions affiliated with the AFL-CIO, the data were biased in that they reflected the experience of larger unions rather than that of smaller, independent unions and the International Brotherhood of Teamsters. Unions were found to be more likely to obtain contracts under the following conditions: (1) when they were negotiating contracts with firms that had high wages relative to the firm's industry; (2) when they were negotiating contracts with firms in which separate bargaining units were already under contract with the union; (3) when the percentage of workers voting for union representation was higher and the size of the work unit was larger; and (4) when national union representatives were involved in the negotiations. The unions were less likely to obtain contracts in southern states with right-to-work laws, when the national union required national approval of local first-contract agreements, when the National Labor Relations Board had to resolve employer objections and/or challenges to union election victories, when employers refused to bargain, and when there were discriminatory charges and other forms of illegal discrimination against union activists. (Includes the questionnaires and 27 references.) (CML)

ED 320 039 CG 022 292

*Hendrick, Irving G.; And Others*

Early School Leaving in America: A Review of the Literature.

**California Educational Research Cooperative, Riverside.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 89
NOTE- 37p.
GRANT- H02380072
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Failure; *Dropout Prevention; *Dropout Research; *Dropouts; Elementary Secondary Education; *High Risk Students; Potential Dropouts; *Student Attrition; *Withdrawal (Education)

This report reviews the literature on early departure from school in America, both past and present, in order to ascertain why students drop out of school, what the consequences are for the students who do so, and what schools can do to reduce the dropout rate. After a brief historical perspective on the problem, the social and economic costs of dropping out are summarized, and the need for a consistent national definition of the term "dropout" is discussed. The next section cites statistics on the number and characteristics of dropouts over the past 10 years. Findings on the causes of dropping out are subdivided into student factors, school factors, and societal factors. Findings are cited that show how staying in school helps life chances and helping strategies for at-risk youth are discussed in detail. The final section proposes a research program in the area of learning disabilities, as one way to identify at-risk students early in their schooling. An extensive bibliography is included. (TE)

ED 320 069 CG 022 564

*Schmidt, John J.*
The Inviting Process: A Perceptual Approach to Professional Helping.

PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Behavior Theories; *Counseling; *Counselor Client Relationship; *Educational Philosophy; *Helping Relationship; Interpersonal Relationship; Interprofessional Relationship; *Models; Perception; Self Concept; Self Esteem
IDENTIFIERS- *Invitational Learning Model (Purkey)

The Invitational Learning model, developed by William Purkey and others, is a philosophical framework for counseling and development based on perceptual theory that emphasizes the importance of an "inviting" stance in human interaction. This paper focuses on the inviting process and its application to professional helping relationships. The first section provides an overview of the four levels of professional functioning: intentionally and unintentionally disinviting, and unintentionally and intentionally inviting. It also identifies five factors in the Invitational Learning framework that contribute to, or detract from helpful relationships: people, places, policies, programs, and processes. The second section describes in detail the three stages of the inviting process. The Preparation stage entails having the desire to help, expecting good things, preparing the setting, and reading the situation. The Initiating/Responding stage requires counselors to choose their behaviors and messages caringly, acting appropriately and respectfully, honoring the "net" (by which clients preserve their personal space), and ensuring that the inviting messages are understood and received. The Follow-Up stage consists of interpreting responses, negotiating, evaluating outcomes, and developing trust. The final section briefly discusses the compatibility of the inviting process with other approaches to professional helping. References are included. (TE)

ED 320 175 CS 507 170

*Schnell, James A.*
The Multicultural Classroom: Working To Create Opportunities out of Possible Obstacles.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; *Cultural Awareness; Cultural Background; *Cultural Influences; Higher Education; Multicultural Education; *Self Evaluation (Individuals); Surveys; Teacher Role; Verbal Communication
IDENTIFIERS- Cross Cultural Teaching

With more and more cultural backgrounds represented in the American classroom, it is important that faculty consider the cultural variables that are introduced in such a situation. Cross-cultural awareness in the multi-cultural classroom has become an important issue in recent years for two main reasons: a continued increase of international students studying in the United States and an increased emphasis on faculty skills for dealing with minorities in the classroom. The areas on the "Cultural Bound Areas for Personal Reflection" survey can be obstacles to the learning process because they can be interpreted and emphasized in significantly different ways depending on an individual's cultural background. Awareness of these areas offers opportunities to improve classroom interaction through greater understanding. Culture shock can occur when individuals experience confusion, anger, or despair as a result of unsuccessful attempts to make sense of cultural practices which are different and usually involves four stages: the honeymoon, crisis, recovery, and adjustment. Sensitivity with cross-cultural differences leads to cross-cultural awareness, which in turn leads to improved cross-cultural understanding. Cross-cultural sensitivity (and subsequent awareness) in the multicultural classroom encourages the creation of learning opportunities out of possible obstacles. (A self-reporting instrument of Cultural-Bound Areas for Personal Reflection and 21 references are attached.) (MG)

ED 320 191 EA 021 397

*Eiseman, Jeffrey W.; And Others*
The Role of Teams in Implementing School Improvement Plans. The School Improvement Leader: Four Perspectives on Change in Schools.
**Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 40p.; For related document, see ED 304 783.
CONTRACT- 400-86-0005
AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 ($10.00 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; Decision Making; Educational Change; *Educational Development; Elementary Secondary Education; Instructional Leadership; Leadership Qualities; *Leadership Training; *Staff Development; *Teachers; *Team Training; Workshops

School improvement teams are assembled to share leadership responsibility with the principal. Differing from advisory councils in that they have more involvement in decision making, and differing from management teams in that they include role groups other than administrators, school improvement teams may be composed of teachers and the principal or of a variety of role groups, including students and community members. Typically, such leadership teams have been assembled for school improvement projects during the planning phase. Once the plan is developed, however, responsibility for its implementation tends to fall back upon the administrators. The purpose of these four modules is to prepare school improvement teams for the roles they should be playing throughout implementation. A specific aspect of effective leadership is covered in each module, including: (1) Coaching Secrets for School Leaders; (2) Lessons from the Business Literature; (3) The Role of Teams in Implementing School Improvement Plans; and (4) Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change. The modules are designed to complement and built on one another, yet each can stand alone if a trainer wishes to focus on a single leadership aspect. This document is the third module and covers the following activities: (1) team formation; (2) team roles during implementation; (3) implementation dilemmas; and (4) constructing a school improvement agenda. Support materials including masters for flipcharts, overhead projection transparencies, or handouts are provided. (KM)

ED 320 204 EA 021 793

*Odden, Allan, R.; Marsh, David D.*

How State Education Reform Can Improve Secondary Schools, Part II: Background and Technical Appendices. Policy Analysis for California Education (PACE) Policy Paper.
Policy Analysis for California Education, Berkeley, CA.
REPORT NO.- PACE-PC87-12-14A-SDE
PUB DATE- Dec 87
NOTE- 296p.; For Part I, see EA 021 965. Data tables in appendixes will not reproduce well due to small, filled/broken type.
AVAILABLE FROM- PACE Publications, School of Education, University of California, Berkeley, CA 94720 ($14.00, payable to the Regents of the University of California).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Educational Assessment; *Educational Change; *Educational Improvement; Educationally Disadvantaged; Educational Policy; Educational Quality; *Excellence in Education; High Risk Students; Outcomes of Education; Politics of Education; *Program Implementation; Secondary Education; State School District Relationship; *State Standards
IDENTIFIERS- *California; *Policy Analysis; Senate Bill 813 (California 1983)

By June 1983, California enacted Senate Bill 813, a sweeping, comprehensive education reform program that contained over 80 education policy and program reforms. The state legislature asked the research team to analyze schools that were effectively responding to reform stimuli and to identify how Senate Bill 813 aided, hindered, or was irrelevant to local processes of school improvement. Seventeen secondary schools were specially selected for this study. Each site researcher produced qualitative data that answered, for each of 14 state policies, a series of detailed questions about the policy as implemented in the school, the process of implementation, linkage to school and district vision and other state policies, and perceptions of the policy's purpose and substance by teachers and administrators. Additional qualitative data answered detailed quesitons about 23 implementation variables in the conceptual framework. The study found that state improvement efforts in curriculum and instruction can interact with local initiative to improve secondary schools. Local implementation processes are critical to the success of such improvements, and a common local implementation process is successful across schools that differ ethnically, geographically, and demographically. Nine appendixes, which compose almost two-thirds of the report, contain research instruments and data summaries. (MLF)

ED 320 261                    EA 021 914

*Paris, David C.*
Rhetorical Consensus and Policy Dilemmas: Values Education in New York State. Rockefeller Institute Working Papers, Number 32.
**State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.**
PUB DATE- 88

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Educational Policy; Elementary Secondary Education; *Politics of Education; *Role of Education; *Values Education
IDENTIFIERS- *Consensus; *New York

The current demands for values education, like recent basic educational reforms generally, reflect a superficial consensus. The push for values education by educators and politicians is a response to two developments: (1) the public's perception that schools are too disorderly; and (2) a desire to inculcate a common belief system. However, the ideal of common (moral) education has always collided with the reality of a segmented society. Regarding the current demands for values education, there is difficulty in distinguishing between moral education and civic education and in finding a common values core. Appeals to rhetorical consensus gloss over policy dilemmas. Deviating from Mario Cuomo's and William Bennett's "moral literacy" rhetoric, the New York State Education Department recently proposed a civic approach to values education. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-governance. This means: (1) understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights; (2) respect for self, others, and property as integral to a self-governing, democratic society; and (3) ability to apply reasoning skills and the democratic government process to resolve societal problems and disputes. The New York approach is presented as being most practically effective, politically acceptable, theoretically justifiable, and consistent with long-range educational reform. (21 references) (MLH)

ED 320 246 EA 021 897

*Boyles, Lyle E.*
Collaboration and Change.
PUB DATE- Feb 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collegiality; Cooperation; *Coordination; *Educational Change; Educational Cooperation; Elementary Secondary Education; *Theory Practice Relationship

There are several ways practitioners and theorists can collaborate to find unity of expression for the purpose of beneficial educational change or "transformation." These include dealing with educational issues common to both; presenting a more defined, organized front to the public; and providing a regular forum for discussions and debates about the common elements found in the ongoing work of practitioners and theorists. Practitioners are in the position to lead the assessment work that reveals a need for alterations and refinements in the educational programs or in the operations of the organization. The theorist is in the position to identify a range of options that might be appropriate for the intended alterations and refinements directly related to human conditions. (JAM)

ED 319 916 CE 054 858

*Huston, Jane*
Personnel Security. Teacher Manual.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 87
NOTE- 126p.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 801201, $7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Alarm Systems; Competency Based Education; Crime; *Crime Prevention; Employer Employee Relationship; Job Analysis; Occupational Information; Postsecondary Education; *Safety; Secondary Education; *Security Personnel; *Stealing; *Work Environment
IDENTIFIERS- *Building Security
These teacher's materials for a three-unit competency-based course were developed to provide employers and their employees with current information about ways to protect themselves against personal and business-related crimes. They may be used in secondary and postsecondary education settings and in short-term adult training programs. The three units are on establishing a secure work environment, applying on-the-job security procedures, and taking precautions for personal safety. The first section is designed to show teachers how to use the materials and includes an explanation of instructional elements, an instructional task analysis for each unit, a glossary, and a list of 12 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include diagrams and line drawings. (CML)

ED 319 970 CE 054 935

*Fleck, Vivien; Law, Carol*

CRAMP. A Guide to Training Decisions. Second Edition.

**Industrial Training Research Unit, Cambridge (England).**
REPORT NO.- ISBN-0-905308-23-9
PUB DATE- 86
NOTE- 61p.
AVAILABLE FROM- Industrial Training Research Unit, 71 Bridge Street, Cambridge CB2 1UR, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Classroom Techniques; Curriculum Development; Educational Objectives; *Education Work Relationship; Foreign Countries; Industrial Training; *Instructional Effectiveness; Labor Force Development; *Learning Strategies; Mnemonics; Staff Development; Task Analysis; Trainers; *Training Methods; Transfer of Training
IDENTIFIERS- *England

This document explains the British Industrial Training Research Unit's CRAMP (Comprehension, Reflex action, Appropriate attitude, Memorizing, Procedural learning) system for designing training. The first section introduces the CRAMP approach and includes an exercise (and answers) to measure whether the reader understands CRAMP's definitions of learning types. The second section, in workbook format, presents the areas that must be decided before choosing which training methods to use in a training program. Those areas are: (1) deciding whether training is needed; (2) analyzing the job; (3) identifying learning outcomes; (4) identifying what trainees need to learn; and (5) considering constraints and the needs of trainees. Section 3 leads the reader through the selection of training approaches by describing nine approaches (presentation, presentation-discussion, group discussion-task, project group work, team training, discovery learning, open learning, pair or one-to-one discussion, and computer-based training) that are categorized as either exposition or instructor-led, collaborative or group-centered, and individual. Each description includes characteristics of the approach, associated training methods, type of learning for which the approach is appropriate, trainee needs that are usually met and unmet by this approach, and suggested references. Section 4 leads the reader through the selection of training methods by describing 29 training methods and 3 ways of learning procedures. Included in the descriptions are characteristics of the methods, the kind of learning for with each is appropriate, and 15 suggested readings. (CML)

ED 319 997 CE 055 030

*Jones, Peter*
Food and Beverage Management: An Introduction. Food and Beverage Management Module. Operational Management Programme. Increasing Opportunities for Supervisors and Managers.
Hotel and Catering Training Co., London (England).
REPORT NO.- ISBN-0-948572-17-5
PUB DATE- 89
NOTE- 25p.; For related documents, see CE 055 021-029.
AVAILABLE FROM- Hotel and Catering Training Company, International House, High Street, Ealing, London W5 5DB, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Administration Education; *Dining Facilities; *Food Service; *Foods Instruction; Food Standards; Food Stores; Foreign Countries; *Hospitality Occupations; *Hotels; Hygiene; Management Development; Marketing; Salesmanship; Supervisory Training; Tourism
IDENTIFIERS- *Catering; *Great Britain

This self-instructional unit for supervisors and managers in the British hotel and catering industry is designed to prepare them for the more detailed units in this series, including those on food and beverage control, production, and provision. The document begins with advice on how to use the unit. Three sections cover the following topics: (1) the United Kingdom hotel and catering industry; (2) food and beverage management; and (3) the food and beverage management process. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet the objectives. At the end of the unit, the trainees should be able to: (1) outline the size and structure of the UK hotel and catering industry; (2) recognize different methods of classifying the industry into sectors; (3) list the functions and responsibilities common to food and beverage management in all sectors; (4) describe the differences in role and responsibility between sectors; (5) distinguish between private and public sector employers; and (6) distinguish between captive and noncaptive markets. (CML)

ED 320 025 CE 055 213

*Schertz, Karen*
Basic Drafting. Revised.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 90
NOTE- 1,017p.; Revision of ED 219 653-654.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 302001: $45.50).
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Design; Construction (Process); Course Content; Curriculum Guides; *Drafting; *Entry Workers; Equipment; Industrial Arts; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Orthographic Projection; Postsecondary Education; Secondary Education; Skill Development; Teaching Methods; Test Items; Units of Study

This introductory module on drafting includes the technical content and tasks necessary for a student to be employed in an entry-level drafting occupation. The module contains 18 instructional units that cover the following topics: introduction to drafting; tools and equipment; supplies and materials; sketching; scales; drawing format; lettering; lines; reproduction; geometric constructions; orthographic views; auxiliary views; sectional views; axonometrics; obliques; perspectives; dimensioning; and tolerancing. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests and answers to tests, and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed to be used for more than one lesson or class period. A list of tools, materials, and equipment; 37 references; and instructional/task analyses are also included. (KC)

ED 320 129 CS 010 126

*Christie, Frances, Ed.*
Literacy for a Changing World. A Fresh Look at the Basics Series.
**Australian Council for Educational Research, Hawthorn.**
REPORT NO.- ISBN-0-86431-059-5
PUB DATE- 90
NOTE- 219p.
AVAILABLE FROM- Customer Services, ACER, P.O. Box 210, Hawthorn, Victoria 3122, Australia ($29.95 plus $3.00 freight/handling charges).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; English (Second Language); English Instruction; Foreign Countries; *Literacy; *Reading Instruction; Science Instruction; Sex Differences; Social Sciences; Teaching Methods; *Writing Instruction; *Written Language
IDENTIFIERS- Australia

Arguing that being "literate" carries a different expectation from even the recent past, this book asserts that schools must explicitly teach the nature of language, and that students must be given clear criteria for, and support in, achieving excellence in controlling the different types of written language used in their various fields of study. The arguments about literacy in this book use examples selected from students' writing and textbooks, and demonstrate the benefit to education of some selected linguistic research. Chapters are as follows: "The Changing Face of Literacy" (Frances Christie); "Is Learning to Read and Write the Same as Learning to Speak?" (Jennifer Hammond); "Authorizing Disadvantage: Authorship and Creativity in the Language Classroom" (Pam Gilbert); "Literacy in Science: Learning to Handle Text as Technology" (Jim Martin); "Literacy in the Social Sciences" (Bill Cope and Mary Kalantzis); "On Literacy and Gender" (Janet White); "Literacy for Learners of English as a Second Language" (Lynn Wales); and "Literacy in the Curriculum: Planning and Assessment" (Frances Christie and Joan Rothery). An annotated list of further readings for each chapter is included. (RS)

ED 320 145 CS 212 361

*Robinson, Susan S.; Rosenbusch, Marcia*
How Kindergarten Teachers Implement Literacy: A Survey.
PUB DATE- May 90
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Invented Spelling; *Kindergarten; Prereading Experience; Primary Education; *Reading Writing Relationship; School Surveys; Spelling Instruction; Teaching Methods; Writing Exercises
IDENTIFIERS- Childrens Writing; *Emergent Literacy; Iowa

A study determined whether kindergarten teachers encouraged invented writing experiences among children to prepare them for reading and how teachers implemented invented spelling experiences in the kindergarten program. Subjects, 314 kindergarten teachers (out of 600 randomly selected kindergarten teachers in Iowa), responded to a survey of their classroom practices. Results indicated that although the vast majority of kindergarten teachers reported that they encourage children to use invented spellings, their writing experiences were neither frequent nor spontaneous. Results also indicated that teachers typically planned whole group writing activities within a given time frame and for a particular purpose. Findings suggest that the spontaneity observed in young children's early writing was absent from most kindergartens. (Four figures of data are included; 17 references are attached.) (RS)

ED 320 231 EA 021 867

Federal Legislation and Education in New York State.
**New York State Education Dept., Albany.**
PUB DATE- Feb 90
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Day Care; Disabilities; Elementary Secondary Education; Equal Education; *Federal Legislation; Federal Programs; *Government Role; Higher Education; Lifelong Learning; *Literacy Education; *Vocational Education
IDENTIFIERS- *New York

As education reform continues among the states, the scope of federal support for education is becoming clearer. The Regents of the New York State Education Department believe that the federal government has a historically defined educational role that should be maintained and coordinated with state and local activities. The brochure outlines the Regents' education positions and proposals likely to be considered in the second session of the 101st Congress. The federal government should provide national leadership in addressing: (1) comprehensive child development; (2) academic competencies and the workplace; (3) national literacy improvement; (4) the status of the teaching profession; (5) reauthorization of the Higher Education Act; (6) improvement of underrepresented groups' educational access; (7) education research and development; (8) reauthorization of the Carl D. Perkins Vocational Education Act; (9) improvement of informational and cultural services; (10) improvement of educational and cultural opportunities for elders; (11) work transitions for disabled persons; (12) state efforts to provide appropriate educational services under the Education for All Handicapped Children Act; and (13) improvement of education for international communication and American economic competitiveness. An appendix provides a chronology of federal involvement in education. (MLH)

ED 320 276                                EA 021 938

*Hostrup, Richard W., Ed.*
The Effective School Administrator.
REPORT NO.- ISBN-0-88280-092-2
PUB DATE- 90
NOTE- 343p.
AVAILABLE FROM- ETC Publications, P.O. Box ETC, Palm Springs, CA
92263-1608 ($23.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator
Responsibility; *Administrator Role; *Administrators; *Educational
Administration; Elementary Secondary Education; Occupational
Information; Principals; Superintendents

Each of the 11 chapters of this book was written by a professor of school management with practical administrative experience and expertise in a specific area. Thus, a feature of the book is the integration of theory and practice. Each chapter discusses a particular administrative position and its role; these positions include: superintendent, superintendent of curriculum and instruction, assistant superintendent for business, assistant superintendent for pupil personnel services, assistant superintendent for personnel, high school principal, adult school principal, middle level principal, elementary school principal, assistant principal, and school consultant. The overall theme of the book centers on improvement and evaluation of administrator effectiveness. Each chapter is accompanied by a bibliography. (LMI)

ED 319 889 CE 054 474

*McGivney, Veronica*
Education's for Other People. Access to Education for Non-Participant Adults. A Research Report.
**National Inst. of Adult Continuing Education, Leicester (England).**
REPORT NO.- ISBN-0-900559-93-4
PUB DATE- 90
NOTE- 226p.
AVAILABLE FROM- National Institute of Adult Continuing Education, 19B De Montfort Street, Leicester LE1 7GE, England (11.95 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Adult Education; *Adults; Educational Administration; Educational Policy; *Extension Education; Foreign Countries; Minority Groups; Mothers; *Nontraditional Education; Nontraditional Students; Older Adults; *Participation; Politics of Education; Special Needs Students;

*Student Recruitment; Unemployment; Unskilled Workers
IDENTIFIERS- *England

This document describes a study designed to identify: (1) typologies of nonparticipants in adult educational activities; (2) the attitudes, perceptions, and learning requirements of such groups and the factors that inhibit their participation; (3) effective methods of recruiting nonparticipants; (4) appropriate initial learning opportunities and support mechanisms for nonparticipants; (5) progression routes from introductory to other forms of learning; and (6) the processes of institutional change arising from work with nontraditional student groups. Section 1 contains a literature review. Section 2 discusses access to education for nonparticipant groups, reasons for increasing participation, potential participants, stages of access, and examples of first-stage learning opportunities. Section 3 describes nonparticipant groups, including unskilled and semiskilled manual workers, unemployed adults, women with dependent children, older adults, and ethnic minority groups. Section 4 addresses educational policy and institutional innovation, including those at universities and residential colleges, initiatives to widen access, institutional support for nontraditional students, and factors that have impeded and favored access for nontraditional students. Section 5 offers concluding observations. The document contains a 14-page bibliography and lists of respondents and survey questions. (CML)

ED 319 903 CE 054 816

Agricultural Education. Proceedings of the Central Region Annual Research Conference (44th, Chicago, Illinois, February 24-25, 1990).
**Kansas State Univ., Manhattan.**
PUB DATE- Feb 90
NOTE- 261p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Attitudes; Beginning Teachers; Career Choice; Conservation Education; Educational Needs; Educational Research; Educational Technology; Farmers; Inservice Teacher Education; Postsecondary Education; Secondary Education; Sex Bias; Student Characteristics; Student Teachers; *Vocational Education; *Vocational Education Teachers; Vocational Maturity

The following papers are included: "Focusing Agricultural Education Research" (Williams); "A Time Series Analysis of Agricultural Education Student Teachers' Perceptions of Agricultural Mechanics Laboratory Management Competencies" (Schumacher, Johnson); "Determination of the Agricultural Mechanics Laboratory Management Inservice Needs of Missouri Agriculture Teachers" (Johnson, Schumacher, Stewart); "Factors Influencing Secondary Michigan Agricultural Students about Non-Membership in the FFA" (Connors, Moore, Elliot); "Vocational-Technical Faculty Efficacy" (Dean, Adams); "The Association between Cooperating Teacher and Teacher Educator Evaluations of Student Teaching Performance" (Baker, Hedges); "Morale Levels of First-Year Agricultural Education Teachers" (Henderson, Nieto); "An Assessment of the Level of Cognitive Performance and Critical Thinking Ability of Selected Vocational Agriculture Students" (Cano, Martinez); "The Relationship between Critical Thinking Ability and Level of Cognitive Performance of Selected Vocational Agriculture Students" (Cano, Martinez); "Mathematical Problem Solving Competence and Related Factors of High School Vocational Agriculture Teachers and Students" (Persinger, Gliem); "The Relationship between the Professional Education Component of the Agricultural Education Curriculum and Graduate Career Choice" (Baker, Hedges); "Cognitive Levels of Instruction and Student Performance in Selected College of Agriculture Courses" (Miller, Newcomb); "The Impact of Increased Admission Requirements on Students' Academic Credentials upon Entry to a College of Agriculture" (Raven, Warmbrod); "A National Survey of Two-Year Postsecondary Institutions to Determine Selected Agriculture Program Characteristics" (Migler, Warner, Peterson); "Farmer Perceptions of Soil and Water Conservation Issues: Implications to Agricultural & Extension Education" (Martin, Bruening); "Agricultural Employment in the Illinois Food and Fiber System" (Pepple, Valdes, Law); "Curriculum and Career Maturity" (Jyung, Miller); "Educational Technology in Secondary Agriculture Programs" (Birkenholz, Stewart); "The Perceived Value of Computer Use in Secondary Agriculture Programs" (Zidon, Miller); "Institutional Factors Associated with the Level of Participation in Adult Agricultural Education Programs" (Christmas); and "Gender Based Perceptions towards Female Teachers of Agriculture" (Cano). Critiques of the papers are included. (KC)

ED 319 945 CE 054 897

Immigration Reform. Employer Sanctions and the Question of Discrimination. Report to the Congress.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-90-62
PUB DATE- Mar 90
NOTE- 164p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Compliance (Legal); Employees; Employer Attitudes; *Equal Opportunities (Jobs); Government Employees; Immigrants; Minority Groups; *Personnel Selection; *Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986

An investigation was made of the Immigration Reform and Control Act (IRCA) of 1986, which requires employers to verify employment eligibility of workers and imposes civil and criminal penalties against employers who knowingly hire unauthorized workers. The study reviewed federal agency implementation of IRCA, reviewed discrimination complaints filed with federal agencies and data from groups representing aliens, and used additional methods to obtain data on IRCA's effects. The other methods included a statistically valid survey of more than 9,400 employers and a hiring audit in which pairs of persons (one a "foreign-sounding, foreign-appearing" Hispanic and one an Anglo with no foreign accent) who matched closely on job qualifications applied for jobs with 360 employers in 2 cities. The study found that the IRCA: (1) has apparently reduced illegal immigration and is not an unnecessary burden on employers; (2) has generally been carried out satisfactorily by the Immigration and Naturalization Service and the Department of Labor; and (3) has not been used as a vehicle to launch frivolous complaints against employers. The study also found that widespread discrimination was a result of the IRCA: many employers discriminated because the law's verification system does not provide a simple or reliable method to verify job applicants' eligibility to work. The discrimination would be reduced if employers were provided with more education on the law's requirements and a simpler, more reliable verification system. (The document includes 22 tables, 20 figures, and copies of the questionnaires.) (CML)

ED 320 055 CG 022 550

*White, Jacquelyn W.; Humphrey, John A.*
A Theoretical Model of Sexual Assault: An Empirical Test.
PUB DATE- 7 Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (36th, Atlanta, GA, April 4-7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; College Students; *Family History; Higher Education; Males; Models; *Predictor Variables; *Sexual Abuse; *Sexuality

Koss and Dinero's (1987) comprehensive developmental model of sexual aggression asserts that sexual assault is in part a result of early sexual experiences and family violence; that sexually aggressive behaviors may be predicted by such "releaser" variables as current sexual behavior, alcohol use, and peer group support; and that use of aggression in heterosexual conflict predicts sexually assaultive behavior. The model was elaborated to include measures of religious participation and several aspects of self-concept, including self-derogation. This elaborated model of sexual assault was tested through administration of a survey to 229 male college students. The hypothesized model, consisting of four categories of variables, was tested using a hierarchical blockwise discriminant function analysis. The results revealed that 83.8% of the cases were successfully classified: 91.4% of the nonaggressive men and 72.0% of the aggressive men were correctly classified. The results partially confirm the model. Early sexual experience, personality characteristics, peer group influence, alcohol and drug use, recent sexual experiences, and style of conflict management were all significant predictors. Neither family violence nor the measure of sex role attitude was predictive. The findings support the viability of a multidimensional model of sexual aggression and provide a profile of the sexually aggressive male. (NB)

ED 320 085 CG 022 589

# Middle School Peer Counseling Curriculum.

**Orange County Public Schools, Orlando, Fla.**
PUB DATE- 90
NOTE- 249p.; For related documents, see CG 022 587-590.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counseling Objectives; Counseling Services; Counseling Techniques; Curriculum Guides; *Grade 8; Helping Relationship; Junior High Schools; *Middle Schools; *Peer Counseling; Peer Relationship; *School Guidance; Student Development
IDENTIFIERS- *Middle School Students

This document is a curriculum guide for a Peer Counseling course in the Orange County, Florida Public Schools system. The course, Peer Counseling, is an 18-week elective course for eighth graders which can be repeated as Peer Counseling II during the second semester of the year. The major emphasis of this course is to help students become more sensitive to the needs of their peers and to give these students the skills and attitudes to be more effective in helping their peers. The course is designed to develop the techniques of building friendships and reaching out to those who are lonely, shy, and in need of friends. It also teaches adolescent decision-making and problem solving skills. Guidelines are provided for setting up a program in the local school and managing the program in the local school. Training units are provided in peer counseling; communication skills; the helping relationship; learning about self; learning about others; and the family. Icebreakers, group process discussion starters, decision making activities, and peer project descriptions are provided. Program forms are included. (ABL)

ED 320 100 CG 022 605

*Satcher, Jamie*
Learning Disabled Students: Making the Transition to College Life.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adjustment (to Environment); Career Counseling; *College Students; Higher Education; *Learning Disabilities; School Counseling; *Special Needs Students; Student Personnel Services; Transitional Programs

Persons with learning disabilities are choosing to attend college in increasing numbers. They bring with them special needs that must be met if they are to be successful. Federal legislation mandates that education programs receiving federal funds cannot discriminate against persons with disabilities. This places the burden of accommodation on the institution. Many colleges and universities are meeting the needs of learning disabled students through special programs. However, learning disabled students must choose carefully the colleges they attend and the classes they take to reap full benefits from these programs. They must also be willing to disclose their handicap to be eligible for these programs. High school counselors can play a major role in helping learning disabled students to make wise decisions when choosing colleges by serving as advocates and facilitators in the school-to-college transition of these students. In developing appropriate programs of educational services for learning disabled students, thorough assessment of their strengths, limitations, and needs should be conducted. Choosing courses that will meet these students' needs is a priority after college entrance. Social deficits and lack of social support are major areas of concern for learning disabled students. This group of students has special concerns related to their career development. Counseling services specifically for learning disabled students can meet these needs. (ABL)

CS

ED 320 115 CS 010 109

*Bowman, Harry L.; And Others*
U.S. Navy Recruit Characteristics on Reading Comprehension and Educationally Related Variables: A Twelve-Month Profile from June, 1988, to May, 1989.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8-10, 1989). For a previous report, see ED 304 675.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Data Analysis; *Military Personnel; Profiles; *Reading Comprehension; Reading Improvement; Reading Research; Remedial Programs; *Remedial Reading
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Gates MacGinitie Reading Tests; *Navy

A study investigated the reading comprehension and educationally related characteristics of the United States Navy's recruit population based on data for selected variables. The variable of primary interest was the recruit's grade level score on reading comprehension; other variable employed in the study were grade level score, years of education, aptitude score, high school graduation status, and month of entry into the navy. Subjects, 66,296 recruits who entered the navy between June 1988 and May 1989, took the Gates-MacGinitie Reading Comprehension Tests and the Armed Services Vocational Aptitude Battery. Results indicated that: (1) the typical navy recruit has completed slightly less than 12 years of education; (2) the mean reading comprehension score placed the composite group near the tenth grade level and the median near the twelfth grade level; and (3) higher percentages of the recruits who scored below the 6.0 reading grade level were high school graduates in the earlier months of the period. Findings suggest that the recruit population remained relatively stable, showing little variability during recent years with regard to means on years of education, reading comprehension skills, and aptitude scores. Findings also suggest that factors for which distributions by month differ include reading grade level scores, high school graduation status, and high school graduation status of recruits who score below the 6.0 reading grade level. (Nine tables of data are included; 24 references are attached.) (RS)

ED 320 160 CS 212 387

*Rawlins, Jack*
The Writer's Way.
REPORT NO.- ISBN-0-395-35788-8
PUB DATE- 87
NOTE- 403p.
AVAILABLE FROM- Orders: College, Houghton Mifflin Co., Wayside Rd., Burlington, MA 01803 ($18.27).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; Whole Language Approach; Word Processing; *Writing Ability; *Writing Assignments; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing Development; Writing Functions

Intended for college students and other writers, this book contains a detailed, step-by-step description of the writing process, from prewriting and brainstorming to polishing the mechanics of a final draft. The book is divided into five major sections. Part 1 is a broad introduction to the natural language attitude toward learning to write. Part 2 is a step-by-step walk-through of the writing process: first thoughts, drafting, organizing, rewriting, sharing the work with colleagues, and cosmetic editing. Part 3 discusses style, the art of saying things with clarity and power. Part 4 discusses the particular decisions about audience, purpose, structure, and language that writers face when writing in specific modes: personal storytelling, writing about people, writing to inform, and argument. Part 5, on writing in college, discusses the particular decisions about audience, purpose, structure, and language a student faces when writing general academic assignments, term papers, and essay tests. An appendix discusses the special concerns of writers using word processors. (MG)

ED 320 218 EA 021 843

*Burt, James; And Others*
Teacher and Administrator Satisfaction in the School Improvement Process: An Evaluation Report.
**Wayne State Univ., Detroit, Mich. Coll. of Education.**
PUB DATE- Feb 90
NOTE- 223p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Elementary Secondary Education; Organizational Development; Participative Decision Making; *Program Effectiveness; School Based Management; *School Effectiveness; Teacher Attitudes; Teacher Role; *User Satisfaction (Information)
IDENTIFIERS- *Michigan

The Collaborative School Improvement Process (C-SIP) is a six-step process based on participative decision making and staff development. The identification of participants' perceptions of the program and reasons for variation is the purpose of this study.

Data collection is based on a survey of teachers and administrators in 29 participating schools. The return rate and total number of respondents are not stated. With the exception of two schools, findings indicate that the majority of participants perceived the C-CIP process as effective. Reasons for program effectiveness include: shared decision making and goal consensus; active involvement that meets basic human needs; well-organized planning; adequate funding; and utilization of a process facilitator. Recommendations are offered for improving time management, staff commitment, and evaluation. Appendices include a funding statement, a copy of the questionnaire, and tables of responses by school and by group. (LMI)

ED 320 247 EA 021 898

*Boyles, Lyle E.*
A Model for School Renewal at the Senior High School Level.
PUB DATE- Feb 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (122nd; San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Philosophy; High Schools; *Values
IDENTIFIERS- *Kansas

The Council for School Renewal, comprised of administrators, teachers, counselors, and members from two nearby colleges, was formed to improve the quality of education offered at Augusta (Kansas) High School. Inspired by certain elements of the "Kansas Schools for the 21st Century," report, the council recognized that a value shift and change in school direction must occur to achieve new vision and meaning in education. Refinements and improvements must be based on certain assumptions involving implementation timelines, societal responsibility, windows of transition, self-focusing activities, teachers' facilitative roles, the need for "real time" information, teacher and student empowerment approaches, and crisis intervention strategies. Necessary value shifts are summarized. For example, focus on schooling must shift to concentration on learning and human resource development. Accreditation and "seat time" must shift to performance and competency achievement. Limited achievement must become unlimited learning; sorting systems should become open opportunity systems. Concerning general study needs, curricula must reflect the increased complexity and changed nature of knowledge. People must be prepared with certain basic skills for living, learning, and working. Equally important is finding new approaches to instruction that recognize individuals' diverse learning needs and styles. A school renewal model is presented. (MLH)

ED 319 931 CE 054 880

*Gribble, Helen; Bottomley, John*
Some Implications of Award Restructure Proposals for Adult Literacy and Basic Education Provision.
SPONS. AGENCY- International Literacy Year Secretariat, Canberra (Australia).
PUB DATE- Jun 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Basic Skills; Foreign Countries; Industrial Structure; *Job Development; Language Standardization; Literacy Education; National Programs; *Organizational Development; Program Effectiveness; *Retraining; *Skill Analysis
IDENTIFIERS- *Australia; Workplace Literacy

Award restructure poses questions about appropriate response to the retraining and education needs of workers in Australia who have literacy difficulties. The following actions should be taken: (1) the government should fund a research project that will evaluate workplace efficiency outcomes for employers who have participated in the Workplace Basic Education Project (WBEP) of the Council of Adult Education (CAE); (2) the government's development of a national languages policy should clarify the different as well as overlapping training needs for industry; (3) employers and unions should be encouraged to identify the literacy, English language, and basic education skills for each broad-banded classification or production-related skill; (4) Technical and Further Education (TAFE) should be required to develop award classifications for courses in the areas of literacy and numeracy, English skills, and basic education; (5) the use of literacy and numeracy assessment of workers should remain on a confidential and voluntary basis until the issues related to job selection, job security, and work satisfaction in the use of literacy assessment are resolved between employers and unions; and (6) the government should fund CAE to develop train the trainers curriculum and training programs for tutors in workplace literacy and basic education programs. (Nineteen references and three appendices are included.) (CML)

ED 319 958 CE 054 920

*Blum, Abraham; Azencot, Moshe*

The Contact between Agricultural Extension and Family Farmers in Israel--with Some International Comparisons.

PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adoption (Ideas); Adult Farmer Education; Comparative Education; Decision Making; *Extension Agents; Extension Education; Family Influence; *Farmers; Foreign Countries; *Information Sources; *Information Utilization; *Innovation; *Intermode Differences; Linking Agents; Modernization; Publications; Reading Materials; Resource Materials; Technology Transfer
IDENTIFIERS- Australia; Canada; *Israel; United Kingdom; United States; West Germany

A study was conducted to determine the contacts between agricultural extension and family farmers in Israel. Structured interviews were conducted with a representative sample of 171 smallholder farmers. Advisers of the official Extension Service and the publications of this service and farmers' monthlies were considered to have contributed to farmers' practical, agricultural knowledge more than other sources of information. Among the activities of the Extension Service, personal farm visits by advisers were preferred, followed by farmers' visits to the extension office and calls to the adviser's home. Group activities, such as courses and group meetings in the village, were seldom mentioned. The majority of farmers would like to receive more economic advice. In comparing the Israeli findings to studies from other countries, Israel was the only country where extension was the main source of information. In Australia, Canada, and West Germany, peers and family were the main source of information. In the United Kingdom, the United States, and Canada, the press was the main source of information. Television and radio were not considered important sources of information. (Five data tables and 15 references are included.) (CML)

ED 319 983 CE 054 967

*Burgess, Paul L.; Kingston, Jerry L.*

An Incentives Approach to Improving the Unemployment Compensation System.

**Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.**
SPONS. AGENCY- Chamber of Commerce of the United States, Washington, DC. National Chamber Foundation.
REPORT NO.- ISBN-0-88099-048-1

PUB DATE- 87
NOTE- 285p.; Sponsored additionally by grants from Burlington Industries, Ford Motor Company, General Motors Corporation, Marriott Corporation, and Pillsbury Company. Figure 3-1 (4 pages) contains small, faint print.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($13.95 paperback, ISBN 0-88099-048-1; $22.95 clothbound, ISBN 0-88099-049-X).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Eligibility; Employer Employee Relationship; *Incentives; Program Administration; Program Evaluation; *Program Implementation; Quality Control; Taxes; *Unemployment; *Unemployment Insurance

A study addressed the issue of overpayments and other quality problems in the unemployment compensation (UC) program and was current as of June 1987. Principal findings are as follows: (1) overpayments constituted a major problem for the UC system as a whole; (2) high overpayment rates were symptomatic of fundamental problems including difficulties posed by system complexity, adverse incentives for system participants, and the difficulties state agencies have in monitoring claimant compliance with weekly eligibility criteria; (3) the UC system appeared to be excessively complex; (4) federal performance criteria neglected many important aspects of state UC program quality and tended to create adverse incentives by overemphasizing the speed versus the quality of claim processing and payments; (5) adverse incentives within state UC systems typically did not discourage and may even have encouraged ineligible claimants to file for benefits; (6) tax incentives for individual employers to engage in monitoring of individual claimant compliance with eligibility criteria were quite weak; (7) state agency personnel typically had very limited incentives to prevent either underpayments or overpayments or to detect or recover overpayments; and (8) the interaction of excessive program complexity, limited administrative funding, and adverse incentives made it extremely difficult for state agencies to monitor effectively claimant compliance with many UC program requirements, especially those that were to be met on a weekly basis. (A 13-page bibliography is included.) (CML)

Pathways for the Learner. A Strategy for Literacy for Manitobans. The Report of the Manitoba Task Force on Literacy.
**Manitoba Dept. of Education and Training, Winnipeg.**
PUB DATE- Apr 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Canada Natives; *Educational Needs; *Educational Policy; English (Second Language); Foreign Countries; Government Role; *High Risk Students; *Literacy Education; Policy Formation; Program Development; *State Programs
IDENTIFIERS- *Manitoba

The Manitoba Task Force on Literacy conducted public hearings to determine the root causes of illiteracy in the province and to make recommendations for programs to help adults become literate. The Task Force was especially solicitous of the opinions of learners--illiterate people who are now participating in literacy education programs. Some of the causes the Task Force found were the following: (1) cultural differences/school-community conflicts; (2) socioeconomic problems; (3) individual/societal attitudes; (4) language differences or confusions; and (5) unmet special needs (such as learning disabilities and physical handicaps). The Task Force recommended that strategies should be created for keeping at-risk students on the path toward literacy in school. Other strategies should be devised for bringing back those who do leave school and creating appropriate adult literacy programs. The task force's 28 recommendations include several made for specific groups of potential learners, such as nonnative speakers of English and the aboriginal community. Others concern the establishment of Manitoba adult literacy council and a new literacy office within Manitoba Education, supports for the learner, the at-risk student, English as a second language, and training and education for educators and literacy workers. Throughout the report, potential learners and literacy project participants are quoted extensively. (KC)

ED 320 040 CG 022 535

*Macdonald, Marilyn H.*
Early School Leavers: Current Issues and Concerns. SIDRU Research Report No. 10.
**Regina Univ. (Saskatchewan). Faculty of Education.**

SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-07731-0148-9
PUB DATE- Jun 89
NOTE- 56p.
AVAILABLE FROM- Saskatchewan Instructional Development & Research Unit, Faculty of Education, University of Regina, Regina, SK, Canada, S4S 0A2 ($10.00 plus $1.50 mailing & handling, discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropouts; *Family Characteristics; Foreign Countries; *Potential Dropouts; Research Problems; *School Holding Power; Secondary Education
IDENTIFIERS- Saskatchewan

This report provides an overview of the phenomenon of early school leaving through presentation and discussion of relevant research issues, concerns, and retention strategies for potential leavers. It includes a brief review of the current literature with an emphasis on Canadian and Saskatchewan research. The extent of the early school leaving problem and its effect on dropouts' lives, the economy, and society are examined. Issues involved with early school leaving rates, in particular, the need for accurate data collection and for a uniform definition for dropout/early school leaver, are addressed. The characteristics of the early school leaver (family/background, personal, and school-related) are explored and the dropout's reasons for leaving school before completing grade 12 are discussed. Characteristics of effective dropout prevention strategies are identified, along with some Saskatchewan initiatives in regard to dropout prevention and re-entry. The report concludes by offering suggestions and recommendations to encourage student retention in Saskatchewan. A bibliography of 187 citations is included. (NB)

ED 320 070 CG 022 565

*Ross, Wendy Middlemiss; And Others*
Parenting Styles of Lower Class Minority Mothers.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American

Educational Research Asociation (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Child Rearing; Correlation; Economically Disadvantaged; Ethnic Groups; Forced Choice Technique; Interviews; *Low Income Groups; *Mothers; *Parent Child Relationship; *Parent Role; Response Style (Tests); *Test Construction

Efforts were undertaken to develop a parental interview for determining parenting style of parents of children of all ages and children within several subcultural groups. The interview provided mothers with descriptions of common situations in the home and asked the mothers to choose specific responses representing the following parenting styles: authoritative, authoritarian, and permissive. These styles, identified through a review of parenting literature, combined traditional definitions of these approaches to parenting with other research regarding distancing techniques and parenting styles. Mothers were also asked to describe a situation as similar to the situation presented as possible. Preliminary data gathered from interviews of 21 lower class mothers showed that the mothers were not stylistically consistent in the forced-choice portion of the interview (consistency meaning choice of the same style for 8 out of 12 responses). The most common style chosen by mothers in the forced-choice responses was authoritative. In the descriptive portion, mothers were also inconsistent; however, the most common style of response was authoritarian. No significant correlations were found between forced-choice and descriptive portions of the interview. (The interview questionnaire is included, along with references.) (Author/TE)

ED 320 146 CS 212 363

*Imdieke, Sandra J.*

# Sharing Stories: Multicultural Traditions.

PUB DATE- 7 May 90
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Creative Teaching; *Cultural Activities; Cultural Awareness; Elementary Education; Folk Culture; Foreign Countries; Instructional Innovation; Learning Activities; Multicultural Education; *Story Telling
IDENTIFIERS- Story Telling by Children

As more emphasis is placed on helping children gain a global perspective and understanding of the world, children's literature seems to be a natural vehicle for fostering that understanding. By studying the storyteller, educators can learn about literary traditions of communities, particularly traditions which reflect the use of stories. An explanation of West African minstrels' traditional use of the story can be shared with children and adapted for use in a classroom setting by hanging fishnets from a corner of the classroom where all sorts of items are hung. Children can choose an item which brings to mind a favorite story to share with the class. Children can become storytellers and take their stories from classroom to classroom in a way similar to the East Indian tradition, using story cloths to present stories through pictures. By identifying the original tradition and history of the storytelling technique, children learn about the value and use of stories from other cultures, and teachers can avoid the use of these traditions as merely another gimmick to capture children's attention. (MG)

ED 320 176 CS 507 177

*Long, Larry W.; And Others*

A Comparative Analysis of Young, Middle-Aged, and Elder Adults' Interpersonal Communication Motives.

PUB DATE- Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Memphis, TN, April 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affection; *Age Differences; Communication Research; *Communication Skills; *Comparative Analysis; *Interpersonal Communication; Middle Aged Adults; *Motivation; Older Adults; *Sex Differences; Young Adults
IDENTIFIERS- Age Dependent Measures; *Communication Strategies

A study compared interpersonal communication motives of three age groups: young adults (age 18 to 25), middle-aged adults (age 35 to 55), and elder adults (age 62 to 82). Three-hundred randomly selected volunteers completed a survey containing the Interpersonal Communication Motives (ICM) scale. Results indicated that all three groups used motives such as pleasure, affection, inclusion, and relaxation in communicating with others, while control and escape were less likely to be used. The three groups differed significantly in motive usage. Younger adults were found to use communication for the purpose of pleasure, inclusion, relaxation, and escape more frequently than middle-aged and elder adults. In contrast with young adults, middle-aged and elder adults tended to spend less time using control and more time using affection motives. Gender was used as an indexing variable for motives. One significant difference found was males' greater tendency to use control and females' greater tendency to use affection. This finding was consistent for the entire sample and within each age group. (Twenty references are attached.) (Author/SG)

ED 320 262 EA 021 915

*Garcia, Jesus; And Others*
Multicultural Textbooks: How To Use Them More Effectively in the Classroom.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Ethnicity; Ethnic Relations; Ethnic Studies; Minority Groups; *Multicultural Education; *Multicultural Textbooks; *Racial Attitudes; Teacher Influence; Teacher Role; *Textbook Bias; Textbook Content; Textbook Evaluation

Although the minority content of textbooks has increased and improved over time, its purpose and application are seldom discussed. Various approaches that promote multicultural principles, such as films, intergroup contact, curriculum innovation, multi-ethnic readers, and literature packages, are outlined in this review of the effective application of multicultural textbooks in the classroom. The review of literature indicates that favorable information about minority groups has a positive modifying effect on racial attitudes. Preliminary findings of a study conducted by one of the authors indicate that students became more knowledgeable about Afro-Americans and changed their attitudes as a result of the teachers' use of multicultural materials. The results suggest that the problem may not be the textbooks, but the ways in which they are used in the instructional process. The teacher's role is crucial: books can be thought of as the tools, and teachers as the catalysts. The more effective teachers use a variety of materials, make effective use of curricula, are aware of textbook limitations, and recognize the importance of interaction between teachers, students, and resources. (45 references) (LMI)

ED 320 277 EA 021 940

*Reich, Robert B.*
Education and the Next Economy.

National Education Association, Washington, D.C.
PUB DATE- Apr 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Climate; Economic Development; Economic Factors; *Economic Impact; Educational Economics; Educational Trends; Elementary Secondary Education; Futures (of Society); International Trade; Organizational Development; *Productivity; Socioeconomic Influences

The features of a mass production-based economy are traced and contrasted within a competitive global marketplace in this political-economic analysis. The early reform movement's equation of "more" with "better" is no longer appropriate to meet the human resource needs of a nation undergoing profound economic changes. Older industrial economies such as the United States have two options: stabilize mass production by cutting costs, or increase the value of labor. Each path requires a different organization of work and type of work force. The second path relies on a work force capable of rapid learning in order to compete successfully in the world market. To prepare the nation's labor force, American education faces four challenges: (1) improve basic literacy and numeracy skills; (2) promote collaboration between specialized disciplines; (3) encourage teacher and student responsibility; and (4) avoid fragmentation of elite/less privileged groups. (22 references) (LMI)

ED 319 917 CE 054 859

*Hennessy, Stephen S.; Conrad, Rex*
Snowmobile Repair. Teacher Edition.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 87
NOTE- 380p.; For a related report, see CE 053 901.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN100412, $17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Engines; First Aid; Hand Tools; High Schools; Measurement Equipment; *Motor Vehicles; *Occupational Information; Occupational Safety and Health; Postsecondary Education; Repair; Skilled Occupations; *Small Engine Mechanics
IDENTIFIERS- Power Tools; *Snowmobiles

This teacher's guide contains 14 units on snowmobile repair: (1) introduction to snowmobile repair; (2) skis, front suspension, and steering; (3) drive clutch; (4) drive belts; (5) driven clutch; (6) chain drives; (7) jackshafts and axles; (8) rear suspension; (9) tracks; (10) shock absorbers; (11) brakes; (12) engines; (13) ignition and electrical systems; and (14) storage. Each unit includes all or some of the following: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. An instructional task analysis provides listings of cognitive and psychomotor tasks for each of the 14 units. A listing is provided of the needed hand tools, shop tools, safety and first aid equipment, miscellaneous tools and supplies, test equipment, and special tools and supplies. A 24-item reference list is included. (CML)

ED 319 998 CE 055 033

*Murphy, Karen L.*
Patronage and an Oral Tradition: Influences on Attributions of Distance Learners in a Traditional Society. (A Qualitative Study.)
SPONS. AGENCY- International Council for Distance Education.
PUB DATE- 17 Apr 90
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17, 1990). Also sponsored by Fulbright-Hays Dissertation Research Abroad and the Institute of Turkish Studies. For a related document, see CE 054 914.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Attribution Theory; Case Studies; *Cultural Context; Cultural Influences; Developing Nations; *Distance Education; Foreign Countries; Higher Education; *Open Universities; *Social Influences; *Student Attitudes
IDENTIFIERS- *Turkey

Case study methodology was used to provide an in-depth examination of influences on distance learners' achievement attributions in order to gather data about educational orientation, study approaches, and beliefs about success and failure. The four subjects were drawn from 15 first-year distance learners pursuing degrees at Anadolu University's Open Education Faculty (OEF) in Eskisehir, Turkey. Together, these subjects had characteristics that mirrored the population of first-year OEF students. Data were gathered over an 11-month period through questionnaires and interviews. It was found that the four kinds of attributions usually tested in attribution research (effort, ability, luck, and task difficulty) were not altogether appropriate for Turkish distance learners, who perceived a wide range of learning conditions to be salient factors in their anticipated success and failure. The students attributed their success both to effort and to a variety of positive conditions, whereas they attributed failure primarily to negative conditions in the learning environment. The study demonstrated the complexities of the cross-cultural application of attribution theory in a distance learning context, particularly in a developing country where Islamic influences of patronage and an oral tradition prevail. (57 references) (KC)

ED 320 026 CE 055 214

*Newton, Deborah; Newton, Steve*
Landscape Management: Field Supervisor.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 89
NOTE- 276p.; For related documents, see CE 055 215-216.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301901: $11.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Curriculum Guides; Entry Workers; Grounds Keepers; Job Skills; *Landscaping; Learning Activities; Learning Modules; Lesson Plans; *Plant Identification; Postsecondary Education; Secondary Education; Site Development; Skill Development; *Supervisors; *Supervisory Training; Teaching Methods; Test Items; *Turf Management; Units of Study
IDENTIFIERS- *Irrigation

This module is the third volume in a series of instructional materials on landscape management. The materials are designed to help teachers train students in the job skills they will need in landscape occupations. The module contains six instructional units that cover the following topics: orientation; basic landscape design principles; irrigation design and installation; landscape plant materials; turf management; and landscape construction. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed to be used for more than one lesson or class period. Instructional task analyses and 31 references are also included. (KC)

*Haneke, Dianne Myers*
The Role of Stress in Reading Disabilities: A Review of Literature.
PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, May 2-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Education; Literature Reviews; *Reading Achievement; *Reading Difficulties; *Reading Failure; Reading Processes; *Reading Research; Reading Skills; Remedial Reading; *Stress Variables
IDENTIFIERS- Reading Theories

This review of literature on stress and reading disabilities covers some affective research and theoretical footings. The research is considered in terms of historical research foundations (up to 1979) and recent research findings (1979-1989). The literature relates emotional stress either as cause, effect, or a concomitant aspect of reading disabilities and examines the school and the home as two major arenas of stressors for children. Literature was reviewed on reading disability, stress, school stressors, family stressors, stress and reading problems, assessment of stress in reading, and stress remediation. Sixty references are attached. (Author/MG)

ED 320 192 EA 021 452

*Gillispie, Fred D., Jr.*
The Community Accelerated Learning Partnership School.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the National Institute on Parent Involvement (2nd, Charlotte, NC, October 1-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College School Cooperation; *Community Involvement; Cooperation; *Desegregation Plans; Elementary Education; *Parent Participation; *School Desegregation
IDENTIFIERS- *Partnerships in Education; *Virginia (Lynchburg)

In 1970, two of Lynchburg, Virginia's elementary school districts were combined to accomplish court-ordered pupil integration. The Elizabeth Kizer School housed grades K-2 and Dearington School, grades 3-5. Prior to the desegregation order, Kizer's enrollment had been 100 percent white and Dearington's enrollment 100 percent black. In 1989, as part of the Community Accelerated Learning Partnership Schools Project, each of these schools again serves its own area, with pre-kindergarten through grade 5. Kizer is now about 60 percent white, and Dearington is 80 percent black. Area residents frequently head single-parent families and possess limited schooling, skills, or job qualifications. The children often become Chapter 1 clients, are academically frustrated, and tend to drop out, repeating the poverty cycle. At least one-third are high-risk students. To decrease the number of elementary students for whom secondary school success is unlikely, the two schools proposed a strong community involvement component and intensive instructional reprogramming. The project includes the following strategies: (1) mobilizing the entire community around a shared vision of lifelong educational objectives; (2) creating pride by developing unity and purpose; (3) extending the school into neighborhood facilities when necessary; (4) providing outreach services, even to parents of newborns; (5) activating a broadly representative planning council; (6) enlisting the cooperation of the neighboring college, high school, and businesses; and (7) planning specific adult, parenting, and pre-employment opportunities for parents. To accomplish these goals requires a strong, facilitative brand of leadership. (Six references) (MLH)

ED 320 205 EA 021 799

*Grossnickle, Donald R.; Sesko, Frank P.*
Preventive Discipline for Effective Teaching and Learning: A Sourcebook for Teachers and Administrators.
**National Association of Secondary School Principals, Reston, Va.**
PUB DATE- 90
NOTE- 30p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22091 (Stock No. 2109005; $5.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Problems; Class Organization; Classroom Environment; Classroom Techniques; *Discipline Policy; Elementary Secondary Education; Student Behavior; *Teacher Expectations of Students; Teacher Response; *Teacher Student Relationship

The goal of school staff members is to support the teaching and learning missions of students by establishing an environment that promotes these missions. Adults and authority figures can help stabilize the environment by providing sufficient structure to guide the exercise of student freedom. Because of varied definitions and personal interpretations of the term "discipline," school staff members are often confused about what constitutes good discipline in their own school and classrooms. School administrators and teachers may benefit by establishing a clearer understanding of the basic concepts and principles of discipline. Comprehensive organization and planning to avoid discipline-related problems is referred to as "preventive discipline," and much can be accomplished through a preventive stance. A review of basic but essential concepts and principles can help teachers and administrators support the school and classroom environment by setting conditions that bring about the best in students' potential for learning. Four appendixes include a preventive discipline checklist, classroom behavior management form, and sample classroom standards. (RJS)

ED 320 232 EA 021 868

*Aquila, Frank D.*
The Arcadia Question: Public Relations in the Post-AIDS Era.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Associaiton of School Administrators (121st, Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Audiovisual Aids; Classroom Environment; *Community Attitudes; Elementary Secondary Education; *Inservice Teacher Education; *Local Issues; Public Health; *School Community Relationship; Teacher Response

Within the next 3 years, every school district in the country is likely to deal with a new and frightening challenge--dealing with the presence of students or staff members with HIV infection or AIDS. How schools respond to this challenge may well determine the future of U.S. education. Some communities may react with ignorance and fear, just as the community in Arcadia, Florida did when confronted with the three hemophiliac sons of Clifford and Louise Ray. What can school districts do to ensure that their communities will not react in such an unenlightened fashion? Clearly, educational efforts directed mainly at prevention will no longer be sufficient. Public relations and staff education efforts must be comprehensive and must be initiated as soon as possible. Instructors, as well as students, need to be educated about any possible risks presented by the presence of an HIV-infected student or coworker. This education must be accessible, sensitive to the sensibilities of the participants, engaging, cost efficient, and conducive to active dialogue. Cleveland State University has developed a series of instructional video cassettes and supplemental manuals whose use is encouraged in such an educational effort. (RJS)

ED 319 971 CE 054 941

*Partridge, Chrystal; And Others*
Tennessee Career Guide: The Sky's the Limit. Eleventh and Twelfth Grade Curriculum Resource Guide. 1989-1990 Edition.
**Tennessee State Occupational Information Coordinating Committee, Nashville.**
PUB DATE- 90
NOTE- 156p.; Some small type.
AVAILABLE FROM- Tennessee Occupational Information Coordinating Committee, 500 James Robertson Pkwy., 11th Floor, Nashville, TN 37245-1600 (related videotape also available).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; *Career Education; Career Planning; *Class Activities; Computer Oriented Programs; Course Content; *Field Trips; Futures (of Society); Grade 11; Grade 12; High Schools; International Education; *Job Search Methods; *Learning Activities; *Occupational Information; State Curriculum Guides; Student Financial Aid
IDENTIFIERS- Military Occupations; *Tennessee

This curriculum guide for career education for 11th- and 12th-grade students in Tennessee suggests learning activities correlated with the "Tennessee Career Guide: The Sky's the Limit" program and its related videotape. Together, the materials are designed to provide Tennessee's youth with resources for exploring options available in preparing them to be productive citizens in the next century. The organization and framework of this supplement are based on 11th- and 12th-grade language arts academic competencies required by the State of Tennessee Board of Education. Following a short introduction, the guide is organized in seven sections that include the following: (1) ideas and activities for 11th-grade students; (2) ideas and activities for 12th-grade students; (3) activities away from the classroom; (4) career education, the computer, and the future; (5) international activities; (6) job hunting; and (7) additional activities. Suggested activities are outlined with information on grade, strand, and section, correlated with instructional objectives and curriculum resources. Accompanying the resource guide is the "Tennessee Career Guide." Directed at students, the guide includes a list of Tennessee higher education institutions; occupational information; a career quiz; sources of financial aid; special programs such as cooperative education, apprenticeship, and services for disabled persons; job search information; and a discussion of military careers. (KC)

ED 320 056 CG 022 551

*Tang, Thomas Li-Ping; Reynolds, David Bryan*
The Effects of Self-Esteem and Task Perception on Goal Setting, Efficacy, and Task Performance.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; *Competition; *Performance; Recreational Activities; *Self Efficacy; *Self Esteem
IDENTIFIERS- *Goal Setting; *Task Perception

This study examined the effects of self-esteem and task perception on goal setting, efficacy, and task performance in 52 recreational dart throwers who were members of two dart organizations. Task perception was manipulated by asking each dart thrower to compete against self, a difficult competitor, and an easy competitor on the same dart game. Subjects were divided into high and low self-esteem groups using a median split. Results of 2 x 3 (self-esteem x task) analyses of variance showed that the efficacy, ability attributions, and task satisfaction of subjects in the low self-esteem group, but not of those in the high self-esteem group, were affected by task perception. These findings support Brockner's (1988) notion that individuals with low self-esteem are more easily influenced by external cues than are individuals with high self-esteem. Subjects in the low self-esteem group had lower goals, efficacy, and task performance than those in the high self-esteem groups. Subjects set high goals and had higher performance in the difficult condition than in the easy condition. (Author/NB)

ED 320 086                                CG 022 590

High School/Postsecondary Developmental Guidance.
**Orange County Public Schools, Orlando, Fla.**
PUB DATE- 88
NOTE- 348p.; For related documents, see CG 022 587-589.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counseling Objectives; Counseling Services; Curriculum Guides; *High Schools; High School Students; *Postsecondary Education; *School Guidance

This document articulates the goals and objectives of the high school/postsecondary guidance program in Orange County, Florida Public Schools system. First the nature of developmental guidance, as opposed to traditional guidance, is discussed. Implementing a developmental guidance program; group, consultation, and coordination intervention; and goals and objectives are discussed. These goals to assist students for the high school/postsecondary guidance program and related activities are listed: (1) understanding the school environment; (2) understanding self and others; (3) understanding attitudes and behaviors; (4) understanding decision-making and problem-solving; (5) understanding interpersonal and communication skills; (6) understanding school success skills; (7) career development and educational planning; and (8) understanding community pride and involvement. Units on goal setting/decision making; study skills instruction; dealing with test anxieties; interpersonal relationships; college admissions; and employability skills are discussed. Relevant resources are listed. (ABL)

ED 320 101 CS 009 835

*Stedman, Lawrence C.; Kaestle, Carl F.*
An Investigation of Crude Literacy, Reading Performance, and Functional Literacy in the United States, 1880 to 1980. Program Report 86-2.
**Wisconsin Center for Education Research, Madison.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 86
NOTE- 145p.; Report prepared for the project, A Social History of the American Reading Public. Project supported by the Spencer Foundation and the National Institute of Education.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Standards; *Educational History; *Educational Trends; *Literacy; *Reading Achievement; Reading Research; *Research Methodology; Standardized Tests; Test Bias; Test Reliability; *Test Score Decline; Test Validity

Focusing on the problems of validity and representativeness of samples, a study examined the history of literacy in the United States since 1880 in order to set the contemporary debate on test scores, literacy and reading performance in the longer-range perspective of the last 100 years. The quality of the data and the arguments of literacy scholars concerning crude literacy, reading performance, and functional literacy were examined. Results indicated that although the problems of concept validity, representativeness of research samples, and noncomparability across time confuse the attempt to discern trends, three historical trends were identified. These trends are that (1) in the twentieth century, self-reported outright illiteracy almost disappeared as a percentage of the whole population; (2) the big story in twentieth century literacy is the rise in school attainment, not the relative effectiveness of schools to teach children at a particular grade level; and (3) the greatest difficulty was found in making a confident statement about the reading abilities of people at different points in time with the same amount of schooling. Findings suggest that present-day literacy policy should be argued on the basis of an assessment of the current condition and on the basis of shared educational goals and not on the basis of alleged declines or rises in literacy skills. (Five footnotes are included; 15 pages of references, 20 charts, and five appendixes of data are attached.) (RS)

ED 320 116 CS 010 110

*McCall, Cecelia*
Gender and Reading Assessment.
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989). Some letters in the text are not completely legible.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Reading Achievement; *Sex Differences; *Test Bias; Test Content; Testing Problems
IDENTIFIERS- American College Testing Program; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test

While the charge that standardized tests are biased is not new, critics (including feminists) recently have made accusations of gender bias. One argument for the superior performance of males on the Scholastic Aptitude Tests (SAT), the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), and the American College Testing Assessment Exam (ACT) is that males and females study different subjects. FairTest, the National Center for Fair and Open Testing, makes the opposing argument that such tests tend to obscure the real differences in ability that may exist. One consequence of a lack of sustained research into sex-related differences coupled with nonsubstantiation of a biologically related female verbal advantage may be that the anti-female bias of the conclusions from some studies will stand, and standardized tests will not be examined for gender bias. Girls have been penalized, not rewarded, for verbal skills and have been blamed for creating an atmosphere that contributes to boys' failing. Girls begin to test less well than boys in secondary school even while receiving higher grades. Various responses have been made to what is perceived as abusive practices in assessment: (1) educators and advocates are calling for national regulation of testing; (2) it has been suggested that the age of admission to primary school be reconsidered; (3) states are introducing legislation to reduce the number of tests and the time spent on them; and (4) special interest groups have threatened lawsuits. (Eighty references are attached.) (RS)

ED 320 161 CS 212 388

*Lipa, Sally E.; Harlin, Rebecca*

Assessment: Insights into Teachers' Beliefs and Practices about Process Writing.

PUB DATE- 16 Feb 90

NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; School Surveys; *Teacher Attitudes; *Teaching Methods; Theory Practice Relationship; *Writing Instruction; *Writing Teachers

IDENTIFIERS- New York (Upstate); *Process Approach (Writing)

A survey assessed teachers' understandings and beliefs about process writing, their instructional decisions for teaching writing, and the training and support for teaching process writing in their classrooms. A 19-item interview schedule was administered to 66 teachers from urban, suburban, and rural schools in upstate New York. Results indicated that the teachers understood writing to be a communication act. Although they used process writing as the basis for their teaching, many implemented and discussed it as a skills rather than a process approach. Instructional decisions appeared to reflect their thinking and beliefs about process writing. Teachers appeared to be at a skills implementation level in their understanding of process writing. (Three figures of data are included.) (MG)

ED 320 219 EA 021 844

*Ashwell, Andrew, Ed.; Caropreso, Frank, Ed.*
Business Leadership: The Third Wave of Education Reform. Report of the Conference (New York, New York, February 13, 1989). Research Report No. 933.
**Conference Board, Inc., New York, N.Y.**
REPORT NO.- ISBN-0-8237-0378-9
PUB DATE- 89
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Business Responsibility; *Corporate Support; Educational Innovation; Elementary Secondary Education; Excellence in Education; Industry; Private Financial Support; Private Sector; *School Business Relationship

The quality of the U.S. work force is directly affected by the quality of its education. Business involvement in a national education agenda should be considered a necessary investment to foster success in international competition. The 1989 meeting of the Conference Board focused on two aspects of business leadership in education: (1) the effect of institutionalization of educational policy and corporate organization on involvement in educational reform; and (2) the effect of business leadership in selected cities on education coalitions. This collection of talks by 16 leaders in business and education addresses issues in business leadership, the institutionalization of business-education

involvement, the improvement of business-education partnerships, the critique of partnerships, and the link between education relations and human resource needs. (LMI)

ED 320 248 EA 021 899

*Smith, James M.*

The Redesign of Principalship Preparation Programs: Rhetoric or Substantive Reform.

PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Ohio Council of Professors of Educational administration (Columbus, OH, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; College Admission; College Faculty; *Educational Change; Elementary Secondary Education; Higher Education; Instructional Leadership; *Management Development; *Principals; School Supervision; *Supervisory Training

The purpose of this paper is to offer some possibilities for comprehensive change in the way principals are trained that will be customized for each individual institution of higher education. The traditional state-controlled, university-based, licensure-driven models of administration and principal preparation specifically are changing for the following reasons: (1) recruiting individuals representing a natural talent for administration is better than choosing school leaders from present self-selection practices; (2) coursework in educational administration has been regarded as lacking in rigor; (3) theory and application in educational administration have been traditionally fragmented; and, finally, (4) only 20 percent of all major administrator training institutions list prior district-level experience as a desired component for employment. The following solutions to these problems are suggested and have already been implemented at Butler University's Experiential Program for Preparing School Principals : (1) Carefully screen a specified number of self-selected would-be administrators; (2) increase rigor by requiring more research-based knowledge in the field of educational leadership; (3) solidify theory and practice via field-based internships that assimilate administrative course content with the actual practice of school leadership; and (4) employ practitioners who not only have administrative experience but have proven research records. Appendices A and B list proficiencies required for completion of the program and describe the operational roles for the university, the graduate student, and the practitioner/mentor. (JAM)

ED 319 890 CE 054 505

*Cram, Ronald H.*
Images of Aging in Selected Religious Education Curriculum Materials.

PUB DATE- 90
NOTE- 35p.; Some illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Aging (Individuals); Beliefs; *Children; Church Programs; *Instructional Materials; *Older Adults; *Religious Education; *Stereotypes

Images of aging that appear in popular child/teen curricular materials used in church-related contexts were examined to determine how older adults are portrayed in words and pictures in these materials and what images of aging emerge. Materials from the following sources, randomly selected from those that had been checked out of the Ecumenical Resource Center of Richmond, Virginia, during August-September 1989 were examined: Scripture Press, Accent, Bible Discovery (Presbyterian and Reformed Educational Ministry), and the God with Us program. Most of the images of older persons in the materials associated aging with sickness, physical disability, uselessness, wrinkled skin, ugliness, loneliness, poverty, need, lack of knowledge, and grouchiness. In only a few cases were older adults portrayed as strong, wise, and useful. In at least one example, aging was related to sinfulness. The study concluded that the prejudices found in these instructional materials contribute to limiting the view of children/teens toward aged people and perpetuate stereotypes that are not socially adequate. (KC)

ED 319 904 CE 054 818

From Nine to Five. Secretarial Want Ad Survey.
**Dartnell Corp., Chicago, IL.**
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Business Skills; *Employer Attitudes; Employment Experience; Employment Patterns; Employment Practices; *Employment Qualifications; *Job Applicants; *Job Skills; Occupational Information; Office Occupations; *Secretaries; Skill Obsolescence
IDENTIFIERS- *Canada; United States

A survey was conducted of the want ad sections of Sunday newspapers in 14 cities in the United States and of Saturday newspapers in 3 Canadian cities in February 1990 to determine what qualifications employers required of secretaries. Data from 4,500 individual ads were tabulated. The survey tracked 34 types of information in secretarial ads relating to skills and qualities required, job duties, salaries, and industry of the employer. Key findings included the following: (1) word processing is still the most-requested skill for secretaries, appearing in 54 percent of the ads; (2) many ads prefer backgrounds in specific software programs, especially WordPerfect and Lotus 1-2-3; (3) only 11 percent of the ads ask for shorthand or note-taking skills; (4) a good personality is a hiring factor in more than 18 percent of the ads, triple the number of a year ago; and (5) a large and varied repertoire of computer experience is the most essential career tool for today's secretary. Salaries ranged from $10,000 to $70,000, with most falling in the $20,000-$30,000 range. (KC)

ED 319 918 CE 054 860

*Cheatham, Judy; Lawson, V. K.*

Small Group Tutoring. A Collaborative Approach for Literacy Instruction.
Literacy Volunteers of America, Inc., Syracuse, NY.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
REPORT NO.- ISBN-0-930713-70-2; LVA-91023
PUB DATE- 90
NOTE- 82p.
AVAILABLE FROM- Literacy Volunteers of America, Inc., 5795 Widewaters Parkway, Syracuse, NY 13214 (order No. 91023: $7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; Basic Skills; *Cooperative Learning; Functional Literacy; Group Dynamics; *Literacy Education; *Small Group Instruction; Teaching Methods; Tutoring; Voluntary Agencies; *Volunteer Training

This document, intended for Literacy Volunteers of America tutors, explains how to carry out collaborative small group tutoring. Chapter 1 explains the benefits of small group tutoring and collaborative learning. Chapter 2 tells what factors to consider when forming a small group (e.g., whether there is a desire to be in a small group, the motivation for becoming a group, and the best time and place to meet). Chapter 3 tells how to get the group started and moving toward improving members' literacy skills. Included are a list of tutor and learner responsibilities and a discussion about group goal-setting. Chapter 4 gives directions for 11 steps that constitute the process to be taken during the group meeting. Chapter 5 addresses evaluation (self-assessment and goal achievement), recordkeeping (for tutor and learner), and lesson planning. Chapter 6 describes the activity of a group that has been together for some time, in order to show how group work changes over time. Chapter 7 offers encouraging words about the effectiveness of collaborative group instruction. The appendices contain a description of the authors, ideas for stimulating group instruction, other strategies for reading instruction (such as hints for memorization and a discovery method for spelling patterns), sample forms for reading tutors, examples of learner goals, and 31 references. (CML)

ED 319 932 CE 054 881

# Status of the Oklahoma SOICC/NOICC Network. July 1, 1989 -June 30, 1990.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Oklahoma State Occupational Information Coordinating Committee.
PUB DATE- 30 Jun 90
NOTE- 13p.; Photographs will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Development; Career Guidance; *Career Information Systems; Decision Making; Demonstration Programs; *Education Work Relationship; Interest Inventories; Labor Supply; Mission Statements; *Occupational Information; Secondary Education; State Programs; Student Recruitment
IDENTIFIERS- *Oklahoma; *State Occupational Information Coordinating Comm

This 1989-1990 status report of the Oklahoma State Occupational Information Coordinating Committee (SOICC) includes the following: mission statement; organization chart; information on SOICC publications, including a labor supply and demand report; a listing of occupations licensed in Oklahoma, and a note on a career tabloid; descriptions of the new computerized Micro Occupational Information System (OIS), the star schools project, and improved career decision-making (ICDM) workshops; the national career development guidelines; mention of a motivational videocassette for middle and high school students, used to stress the importance of math and science courses, and of the initiation of a quarterly newsletter; and a description of Career Search, a computerized interest inventory and career information delivery system, and of the Naval Reserve civilian training project. (CML)

ED 319 946 CE 054 898

# Dislocated Workers. Expenditures under Title III of the Job Training Partnership Act. Fact Sheet for the Chairman, Committee on Education and Labor, House of Representatives.

**General Accounting Office, Washington, D.C. Div. of Human Resources.**
REPORT NO.- GAO/HRD-90-93FS
PUB DATE- Feb 90
NOTE- 27p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Dislocated Workers; Dismissal (Personnel); *Expenditures; *Job Layoff; Labor Turnover; Resource Allocation; Retraining; Skill Obsolescence; State Federal Aid; Structural Unemployment; *Unemployment
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988; *Job Training Partnership Act 1982; Plant Closings

A study examined the state spending patterns for dislocated worker assistance under Title III of the Job Training Partnership Act (JTPA) and the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA), as evidenced by Department of Labor (DOL) semiannual reports and other DOL data, for program years 1985-88. JTPA Title III provides funds to states for programs tailored to the specific needs of workers who have been laid off or who have received notice of layoff as a result of a mass reduction in force or the permanent closure of a plant or facility. EDWAA was enacted, to replace Title III, in 1988. Changes brought about by EDWAA include new allocation procedures, the establishment of state rapid response teams, and increased emphasis on skill training. Among the findings of this report were the following: (1) despite differences in the amounts of funds allotted for Title III, state expenditures were relatively consistent for 1985-87, averaging about $185.6 million per year; (2) in 1988 the amount spent jumped by 43 percent--from $172.4 million in 1987 to $246.5 million in 1988--after EDWAA was enacted and limited the amount of formula-allotted funds that can be carried over from one year to the next; (3) as states increased their spending for dislocated worker assistance, the cost per participant increased by 28 percent--from an average of $940 in 1987 to $1,200 in 1988; (4) 11 states spent more than 10 percent of their 1988 allocation for activities to facilitate implementation of changes in dislocated worker assistance brought about by EDWAA; (5) some states received a much higher proportion of discretionary funds, allotted by the Secretary of Labor, than the proportion of funds allocated to them by formula. (The document includes five references, two figures, and eight tables.) (CML)

ED 319 959 CE 054 921

*Blum, Abraham*
Use of Different Information Sources for Decision Making by Traditional Farmers in a Progressive Knowledge System.
PUB DATE- Jun 89

NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adoption (Ideas); Adult Farmer Education; Arabs; Comparative Education; *Decision Making; Extension Agents; Extension Education; Family Influence; *Farmers; Foreign Countries; *Independent Study; Information Sources; *Information Utilization; Innovation; *Intermode Differences; Linking Agents; Modernization; Publications; Reading Materials; Resource Materials; *Technology Transfer
IDENTIFIERS- *Israel

A study determined the use of different information sources for decision making used by traditional Arab farmers in Israel. A questionnaire was used to interview 48 farmers from 4 villages in the Nazareth region and 56 farmers from 5 villages in the Gaza strip in their homes. Farmers were asked to name major innovations they had adopted during the last 5 years and then to reconstruct their decision-making process, emphasizing sources of information and influence. Sixty-five percent of farmers in the Nazareth region and 58 percent in the Gaza strip reported that they had adopted at least one major innovation, such as mechanization, drip irrigation, new crops, or plastic covering, in the past 5 years. Extension advisers and other farmers were about equal in their importance as the first source of information about the innovation. In the Gaza strip, still the more traditional of the two regions, the extended family was one of the major sources of initial information. In making the final decision to adopt an innovation, advisers had a very strong influence and the family was less influencial in the Nazareth Region. In the Gaza Strip, where advisers have statutory powers and more contact with farmers, their influence was still strong but the influence of family was more dominant. Farmers were happy with their adoption decisions; 98 percent in the Nazareth region and 86 percent in the Gaza strip said that they would make the same decision again. (Five data tables, 1 figure, and 18 references are included.) (CML)

ED 320 012 CE 055 105

Food and Nutrition 10-12.
**Manitoba Dept. of Education, Winnipeg.**
REPORT NO.- ISBN-0-7711-0739-0
PUB DATE- 88
NOTE- 294p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Consumer Education; *Course Content; *Foods Instruction; Foreign Countries; High Schools; Home Economics; *Learning Activities; Learning Modules; Lesson Plans; *Nutrition Instruction; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Units of Study

IDENTIFIERS- *Manitoba

This curriculum guide for food and nutrition is part of the senior high home economics curriculum for the province of Manitoba. An overview presents a rationale for the curriculum, program goals and objectives, and implementation strategies. The topic of food and nutrition is divided into eight major concepts or topics: significance of food, consumer aspects of food and nutrition, family aspects of food and health, Canada's food supply, Canadian food practices, global food issues, careers in food, and planning, preparing, and serving meals. All major concepts are accompanied by major objectives that provide an overview of what the students should achieve through the study of a particular concept. Each major concept is further broken down into subconcepts, each of which includes a generalization. Student objectives, intended to develop the ideas presented in the generalizations, are provided in order to lead students from a simple to a more complex understanding of the subconcepts and ultimately, of the major concepts. Student activities are designed to help students achieve the stated objectives. A 23-item bibliography is included in the document. (KC)

ED 320 027                                    CE 055 215

*Newton, Deborah; Newton, Steve*
Landscape Management: Field Specialist.

**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 287p.; For related documents, see CE 055 214-216.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301801: $11.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; Curriculum Guides; Entry Workers; *Grounds Keepers; Job Skills; *Landscaping; Learning Activities; Learning Modules; Lesson Plans; *Pests; *Plant Identification; Postsecondary Education; Secondary Education; Site Development; Skill Development; Teaching Methods; Test Items; Turf Management; Units of Study
IDENTIFIERS- *Irrigation

This module is the second volume in a series of three publications on landscape management. The module contains five instructional units that cover the following topics: orientation; equipment; irrigation systems and maintenance; plant material identification and pests; and turf identification and pests. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. Instructional task analyses and 26 references are also included. (KC)

ED 320 147 CS 212 364

*Reynolds, Mark*
Twenty-Five Years of Two-year College English.
PUB DATE- Mar 90
NOTE- 17p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Theories; Ethnic Distribution; Higher Education; Student School Relationship; *Teacher Recruitment; *Teacher Role; Teacher Student Relationship; Teaching Methods; *Two Year Colleges; *Two Year College Students; Writing Instruction
IDENTIFIERS- *Professional Concerns; Teacher Competencies; Teacher Needs

The birth of the two-year colleges created a demand for teachers which was filled largely by instructors from the high schools and by people fresh from graduate school. Teaching methods were shaped in large part by the needs of the students. Techniques were used before there were phrases to identify them or theory to explain them. The student population of the two-year colleges has remained diverse. In the future, those teaching writing in the two-year institutions must become more vocal, demanding more money, better working conditions, and more full-time teachers. As technology continues to evolve, the two-year colleges must keep pace. Faculty at the two-year institutions should not rely on those at the four-year colleges to develop theory. Bright, enthusiastic students should be encouraged to enter the two-year college teaching field. There must be more preparation for teaching in the two-year institutions, through emphasis on basic writing and reading skills, ethnic diversity, business and technical writing, etc. While two-year colleges enroll over half of all first-time freshmen each fall, the institutions still lack the influence they should have in the educational establishment. (SG)

ED 320 177　　　　　　　　CS 507 178

*Gass, Robert H.; And Others*
Warrants, Argument Dimensions, Perceived Argument Effectiveness, and the Influence of Critical Thinking Instruction.
PUB DATE- Feb 90
NOTE- 33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Analysis of Covariance; College Students; Communication Research; *Critical Thinking; Emotional Response; Higher Education; Interpersonal Communication; *Persuasive Discourse; *Rhetorical Theory
IDENTIFIERS- *Argumentation Theory; *Rhetorical Devices; Rhetorical Effectiveness

A study investigated the interrelationships among warrants, argument dimensions, and perceived argument effectiveness. Warrants were operationalized as analogies, examples, and causal warrants, while argument dimensions were defined as degree of logicality, emotionality, and ethicality. Based upon prior research, weak and strong arguments were developed using each of the three types of warrants for each of three attitudinally-different topics. Further, the influence of critical thinking instruction was examined. A total of 393 students from two major western universities were surveyed. Analyses revealed topic, warrant, and instruction effects. The research suggests implications for bases of argument perceptions and pedagogical approaches toward critical thinking instruction. One appendix containing arguments used in the study, and 35 references are attached. (Author/SG)

ED 320 233 EA 021 870

*Etheredge, Forest D.*
School Boards and the Ballot Box. How To Win Elections for Your Schools and for Yourself.
National School Boards Association, Alexandria, VA.
REPORT NO.- ISBN-0-88364-144-5
PUB DATE- Feb 89
NOTE- 125p.
AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($22.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; *Board Candidates; *Boards of Education; *Elections; Elementary Secondary Education; *Political Campaigns; *Political Candidates; Political Influences; *Politics of Education; Success
IDENTIFIERS- *Political Rhetoric

All aspects of school elections ranging from the nuts and bolts of campaign organization and media relations to effective long-term strategies to sustain community support for school funding and board member leadership comprise the 11 chapters of this two-part book. The first part offers an overview of board member election campaigns and effective general strategies and organizational methods. All the recommendations require relatively modest financing compared to other public elections. The second part pertains to school referendum campaigns and discusses the subject of elections in greater detail. Sample campaign materials, job descriptions, and timelines are easily adaptable to a school system's needs. This part presents its basic political strategy in two chapters titled "11 Lessons in Success" and "Steps to Success." Then two types of campaigns are outlined--the "Yes Vote" and the "Community Crusade," with subsequent chapters devoted to the media, campaign literature, finances, organization, speeches, and followup activities. (JAM)

ED 320 263 EA 021 917

*Reitzug, Ulrich C.*
Administrator Competency Testing: Status, Issues, and Policy
Considerations. Policy Bulletin No. 8.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- May 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Evaluation;
Assessment Centers (Personnel); Elementary Secondary Education; On

the Job Training; *Surveys; *Test Validity; *Training
IDENTIFIERS- *Competency Based Certification; *Competency Tests

To address the issues raised by the possible expansion of administrator competency testing, a survey was sent to each state education agency in late 1988. Using survey data and a literature review, this paper discusses the development of administrator competency testing, explores pertinent issues, makes recommendations for policy makers opting to use these tests, and suggests workable alternatives. Currently, 15 states use administrator competency tests. So far, there is scant evidence that such testing has achieved its primary objective--ensuring that certification candidates have attained the knowledge required to fulfill the duties of a school administrator. Various issues associated with student and teacher competency testing programs are relevant to administrator competency testing. These include test validity, impact on preparation programs, minority recruitment, legal challenges, and costs. Alternative practices being used in several states include assessment centers, on-the-job training and assessment, on-the-job assessment without training, alternative forms of testing, multiple competency indicators, better recruitment strategies, and improved administrator preparation. Policy makers need to clarify objectives to be accomplished through testing, determine costs of test development, study other states' experiences, be aware of legal challenges and possible racial and cultural biases, and consider alternative practices. (43 references) (MLH)

ED 320 278 EA 021 941

Estimates of School Statistics, 1988-1989, As Provided by the State Departments of Education.

**National Education Association, Washington, D.C. Research Div.**

PUB DATE- Apr 89
NOTE- 45p.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; *Expenditure per Student; National Surveys; Public Schools; School Districts;

*School Statistics; State Departments of Education; Tables (Data); Teacher Salaries

The data presented in this report provide facts about the extent to which national, state, and local governments commit resources to educate the youth of the nation. Estimated data, based on survey responses of state education agencies, are featured for the current school year (1988-89) and for the prior year (1987-88) by state, with summary statistics for the United States over the last decade. Eleven state-by-state tables permit interstate and regional comparisons of educational systems; trends in national-level data are identified in the text. Data on current-year projects, state-by-state tables, and trends are divided into five main categories: (1) general administration (basic administrative units); (2) pupils (fall enrollment in public schools, average daily membership ADM , average daily attendance ADA , and high school graduates); (3) instructional staff (total instructional staff, classroom teachers, instructional staff salaries, and classroom teachers salaries); (4) revenues (revenue receipts); and (5) expenditures (total expenditures, current expenditures, current expenditure per pupil in ADA, capital outlay, and interest on school debt). Technical notes, notes to all tables, and a glossary are also provided. (MLF)

ED 319 984 CE 054 968

*Ross, Myron H., Ed.*
The Economics of Aging.
**Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.**
REPORT NO.- ISBN-0-88099-032-5
PUB DATE- 85
NOTE- 140p.; Papers presented in a seminar series sponsored by the Department of Economics, Western Michigan University, 1983-84.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($8.95 paperback, ISBN 0-88099-032-5; $17.95 clothbound, ISBN 0-88099-033-3).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; Age Discrimination; *Aging (Individuals); *Economic Factors; Economics; *Economic Status; Gerontology; Health; Incentives; Independent Living; Inflation (Economics); Older Adults; Old Old Adults; *Quality of Life; Retirement; *Retirement Benefits
IDENTIFIERS- *Social Security

Papers included are as follows: "An Overview" (Ross); "The Outlook for Social Security in the Wake of the 1983 Amendments" (Munnell); "The Economics of Aging: Doomsday or Shangrila?" (Schulz); "Retirement Incentives--the Carrot and the Stick. (Why No One Works beyond 65 Anymore)" (Quinn); "Inflation and the Economic Well-Being of Older Americans" (Clark, Sumner); and "Over the Hill and Under the Weather: Age v. Health" (Berkowitz). (CML)

AIDS 89/90: A Bibliography of Resources Available from the Library, Instructional Resources Branch.

Manitoba Dept. of Education and Training, Winnipeg. Instructional Services Branch.

REPORT NO.- ISBN-0-7711-0921-0
PUB DATE- Nov 89

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Annotated Bibliographies; Elementary Secondary Education; Foreign Countries; Health Education; *Public Health; Videotape Recordings
IDENTIFIERS- Manitoba

This annotated bibliography lists videotape recordings, books, and periodical articles dealing with the topic of Acquired Immune Deficiency Syndrome (AIDS). All citations in the bibliography are available through the Library, Instructional Resources Branch, Manitoba Education and Training and all citations support the curriculum of that province. Included are annotations for nine videorecordings for high schools, six videorecordings for junior high schools, three videorecordings for grades five and six, and one videorecording for the general public on AIDS information for parents. Thirty-six entries are provided in the section listing books about AIDS. Included are citations for a series of guidelines produced by Manitoba Health on workplace prevention and management of AIDS; resource books on AIDS; and curriculum guides for grades seven, eight, and nine. The bibliography concludes with availability information for listed materials. (NB)

ED 320 071 CG 022 566

*Paulk, Laura; Kilpatrick, Allie C.*
Prevention of Child Sexual Abuse: A School-Based Program Evaluation.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Children; Comparative Analysis; Elementary Education; Minority Groups; *Prevention; Program Implementation; Racial Differences; Sex Differences; *Sexual Abuse; *Social Services; *Social Workers

The national attention focused on child sexual abuse has resulted in calls for prevention programs and ways to protect children. A child sexual abuse prevention program was developed and implemented by social workers in all the public elementary schools of a high-risk county in cooperation with the Council on Child Abuse, the Department of Family and Children's Services, school officials, parent-teacher organizations, and interested county citizens. The program was evaluated for effectiveness using pretest and posttest scores. Differences between scores of girls and boys and between nonminority and minority children were examined as well as overall differences. Statistically significant differences between white children and black children were found on the posttest scores, but no difference was found between pretest and posttest scores for males and females. The results demonstrated that the education program significantly raised the children's readiness to recognize and handle potentially harmful situations. (TE)

ED 320 131 CS 010 128

*Zajano, Nancy C.*
Reading Recovery and ESEA Chapter 1: Issues and Possibilities.
Ohio State Univ., Columbus. Coll. of Education.

PUB DATE- Jul 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; Educational Planning; *High Risk Students; *Instructional Effectiveness; Primary Education; *Reading Instruction
IDENTIFIERS- Educational Issues; *Education Consolidation Improvement Act Chapter 1; *Reading Recovery Projects

The simultaneous implementation of Reading Recovery (an early intervention program designed to help children "at risk" of failure in their first year of reading instruction) and Chapter 1 programs in schools raises a number of issues as educators attempt to provide effective reading instruction within the policies and guidelines of both programs. This paper discusses five implemention issues and possible ways of addressing them. The issues are: (1) selection of students; (2) evaluation of effectiveness of Chapter 1 and Reading Recovery Programs; (3) number of students served; (4) coordination of reading instruction; and (5) accounting for Chapter 1 funds used in support of Reading Recovery Services. Each issue is examined in turn and possibilities and/or suggestions for the resolution of each are discussed. The implication of this analysis is that both Chapter 1 and Reading Recovery policies and practices may need to be adjusted so that each may accommodate the instructional and accountability needs of the other. To accommodate both approaches, educators need to address the dilemmas surrounding these issues. (Twenty-seven references are attached.) (RS)

ED 319 999 CE 055 042

Seventh Report to the President and Congress on the Status of Health Personnel in the United States.

**Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.**

REPORT NO.- DHHS-HRS-P-OD-90-1
PUB DATE- Mar 90
NOTE- 421p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Allied Health Occupations Education; Dental Hygienists; Dental Schools; Dental Students; Dentists; *Employment Projections; *Health Occupations; *Labor Needs; Labor Supply; *Medical Education; Medical Schools; Medical Services; Nurses; Nursing Education; *Occupational Information; Optometrists; Pharmaceutical Education; Pharmacists; Physicians; Physicians Assistants; Podiatry; Postsecondary Education; Public Health; Veterinarians
IDENTIFIERS- Chiropractors

This document provides selected information on characteristics of health personnel disciplines, students preparing for these disciplines, their schools, projections of the personnel supply in each discipline to the year 2020, and discussions of whether the U.S. requirements for health personnel are likely to be met. Following an introduction, chapter 2 provides an overview of major personnel developments, including trends in education and training, the current supply of health care personnel, issues affecting health personnel, and health personnel in the coming years. Current and emerging health issues and personnel issues are covered in chapters 3 and 4. Among the health issues covered are an aging population, infant mortality, human immune deficiency virus, acquired immunodeficiency syndrome, substance abuse, access to health care, a changing health delivery system, and quality assurance and effectiveness in medical practice. The personnel issues addressed include declining applicants and enrollments, the shortage of nurses, primary health care concerns, concerns regarding allied health and public health labor supply, personnel for health care in geriatrics, and underrepresented minorities in the health professions. Chapter 5 discusses the data and methodology used to produce this report. The next 11 chapters provide information on physicians, dental personnel, nursing personnel, public health personnel, allied health personnel, optometrists, pharmacists, podiatrists, veterinarians, chiropractors, and physician assistants. The document contains reference lists that follow each chapter, 95 tables, and 75 figures. (CML)

*Sommers, Tish; And Others*
Death and Dying: Staying in Control to the End of Our Lives.
**Older Women's League, Washington, DC.**
PUB DATE- Aug 86
NOTE- 25p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Aging (Individuals); Court Litigation; *Death; Ethics; *Females; *Frail Elderly; Health Care Costs; Legal Problems; Medical Services; *Older Adults; Physician Patient Relationship; Poverty; Social Attitudes; *Terminal Illness
IDENTIFIERS- Living Wills; *Older Women; Right To Die

This "gray paper" addresses the concerns of older women regarding their control over death and dying. It is based on the observation that older women are devalued by society on account of both their age and gender, and hence are likely to be impoverished and vulnerable as they approach death. The paper begins by examining the legal, ethical, and economic consequences of the medical profession's control over the right to die. A review follows of court cases which have established the legal principle that a competent terminally ill patient can refuse or terminate life-sustaining treatment at any time. "Living wills" and other advance directives to help women stay in control of their bodies are then discussed, along with the conflicts and contradictions inherent in the subject of death and dying--specifically, the danger of "right to die" directives degenerating into a license for euthanasia. The paper concludes with principles to help women navigate the complex legal, medical, and emotional minefield of death and dying, and with recommendations for personal planning, legislative support, public education, and new alternatives for terminal care. A list of publications and organizations is included. (TE)

ED 320 087                                    CG 022 592

*Blom, Nancy S.*
A Profile of Single Parents: A Descriptive Study of Single Parents Whose Children Were Born Out of Wedlock, Fiscal Year 1988.
**North Dakota State Dept. of Human Services, Bismarck. Div. of Vocational Rehabilitation.**
PUB DATE- 88
NOTE- 147p.
AVAILABLE FROM- Pregnant Adolescents and Single Parents Program, Interstate Compact/Adoptions, Children and Family Services Division, Department of Human Services, State Capitol, Bismarck, ND 58505.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Client Characteristics (Human Services); Human Services; *Illegitimate Births; *One Parent Family; Parent Background; State Surveys; *Unwed Mothers
IDENTIFIERS- North Dakota

Births occurring each year in North Dakota of children born out of wedlock impacts the state both financially and in terms of the utilization of social services. The Department of Human Services provides financial assistance as well as services to parents of out of wedlock children in order to help the mother and/or father develop better parenting skills and gain self-sufficiency through education and employment. The goal of these services is to reduce child abuse and the need for economic assistance. This report was written to aid administrators in developing budgets submitted to the state legislature and for use in program planning at the state level and determining service needs at the county level. It describes a study which provided information in these categories: (1) general descriptive information; (2) description of mothers; (3) description of father; (4) characteristics of mothers by age; (5) characteristics of mothers by race; (6) characteristics of mothers by marital status; (7) characteristics of mothers by education; (8) characteristics of mothers by financial support; and (9) characteristics of mothers receiving or applying for Aid to Families with Dependent Children. Tables, graphs, and charts illustrate the study's findings throughout the document. (ABL)

ED 320 162 CS 212 390

*Bender, Patricia A.; Gerber, Nancy F.*
Using "Love Medicine" in the English 102 Classroom: A Study Guide and Resource Manual.
PUB DATE- Mar 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; Class Activities; Higher Education; *Lesson Plans; Literary Criticism; *Novels; Poetry; Secondary Education; Teacher Developed Materials; Teaching Guides; Twentieth Century Literature; *United States Literature
IDENTIFIERS- *Love Medicine (Erdrich); *Native American Studies

This teaching guide offers lesson plans and student assignments based upon Louise Erdrich's novel, "Love Medicine," a celebration of Chippewa culture which raises an abundance of literary and artistic issues and which also poses numerous sociological and political questions. Included are an introduction to the work, a glossary of literary terms, a biography of the author, an analysis of the novel's structure and theme, suggested questions and topics for writing and discussion, and a conclusion. A section entitled "Using Poetry with the Novel" employs Erdrich's poem "Jacklight" to highlight themes found in "Love Medicine." (SG)

ED 320 193 EA 021 476

The Role of the School: Educational or Social? The Best of ERIC on Educational Management, Number 101.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 5p.; Contains some text on colored paper.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Family Problems; *Homeless People; *Institutional Cooperation; School Demography; *School Responsibility; *Social Responsibility

The first of 11 annotated publications on schools' growing social responsibilities examines ways for schools to help with students' changing family situations (mainly through divorce) and increase educators' sensitivity to the stigma attached to nontraditional families. The second takes issue with those using the schools "as a catchall for problem social issues and as whipping boys" for the United States' diminished economic standing. The next two publications emphasize the need for cooperation among schools and social service agencies for the benefit of children and their families. The fifth article portrays a Texas superintendent's efforts to establish a "lighted schoolhouse" to assist homeless children. H.B. Pinkney's brief article argues persuasively for more support and less criticism for schools struggling to provide expanded services. The next article recounts a Queens, New York, principal's efforts to establish an afterschool care center for kids living in welfare hotels. The two succeeding papers on the problems facing schools argue for less criticism and more

cooperation. The next article, a reassessment of the progressive educational legacy, points out that turn-of-the-century reformers went way beyond "Great Society" goals to demand free lunch programs, social workers, health clinics, summer programs to serve the poor, and night school programs for adults. The last article recommends that schools cooperate with social agencies and set limits on what the community can expect of them. (MLH)

ED 320 206 EA 021 800

*Griffith, Jeanne E.; And Others*
American Education: The Challenge of Change.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Dec 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ethnic Groups; Family Characteristics; Finance Reform; *Futures (of Society); Labor Force Development; *Long Range Planning; *Population Trends; Racial Composition; Role of Education; Social Change; Social Distribution; Teacher Supply and Demand; *Trend Analysis

The American education system is being challenged to raise the academic achievement of students to prepare them for the jobs of the future. Yet many demographic, economic, and social factors are making that task more difficult. Low birth rates, especially among non-Hispanic whites, along with high immigration rates, have increased the share of minority and non-English-speaking students in public schools. The rise in single-parent families has increased the number of poor students, and migration from the cities to the suburbs has concentrated poor and minority students in innercity schools. These same children will make up a greater share of the future labor force. At the same time, the aging of the general population may lessen the commitment of homeowners--whose taxes pay between one-third and one-half of education costs. The aging labor force may bring a shortage of qualified teachers, particularly in specialized subject areas. Poor and minority students generally have below average academic skills and are more likely to drop out of high school than nonminority students. However, the skills of American students rank below those of most other industrialized nations, calling into question the ability of Americans to succeed in an increasingly international economic system. Reforms of educational finance systems, court-ordered integration, and stiffer requirements for teachers and for graduation from high school are among many attempts to meet the immense challenges faced by American schools. (Author)

ED 320 220 EA 021 849

*Alston, Denise A.*
Recruiting Minority Classroom Teachers: A National Challenge.
**National Governors' Association, Washington, DC. Center for Policy Research and Analysis.**
REPORT NO.- ISBN-1-55877-007-0
PUB DATE- 88
NOTE- 37p.
AVAILABLE FROM- Publication Sales, National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572 ($7.50 prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Affirmative Action; College Admission; Educational Change; Elementary Secondary Education; *Equal Education; *Equal Opportunities(Jobs); *Minority Group Teachers; *Teacher Recruitment

An explanation of the impending shortage of minority teachers and suggestions for increasing the supply of minority teachers compose the crux of this document. The following specific actions may be taken by local school districts, colleges of teacher education, teacher certification boards, and teacher recruitment and selection offices to ensure that a highly talented cadre of minorities will choose teaching over other professions: (1) gather information about gender and minority distribution of students enrolled in colleges of education, and of teachers; (2) organize task forces that focus uniquely on minority teacher recruitment; (3) develop strategies to expand the number of target groups from which to recruit teachers; (4) lobby for fiscal support to improve minority participation in the teacher recruitment effort and expand financial assistance packages; (5) increase financial support for schools that minorities attend; and (6) develop a pool of oncall minority professionals who can be quickly brought into teaching. An appendix lists suggested recruitment programs and practices with regard to policy review and constituency building, data-gathering activities, early recruitment/pipeline improvement, program-entry incentives, retention to successful licensure, and recruitment from alternative pools. (JAM)

*Henderson, Charles*
TAFE College Councils: Strategies for Increased Effectiveness.
**TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).**
REPORT NO.- ISBN-0-86397-379-5
PUB DATE- 90
NOTE- 114p.
AVAILABLE FROM- TAFE National Centre for Research and Development, Attn: Sales, 252 Kensington Road, Leabrook, South Australia 5068 ($32.00 Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Educational Strategies; Education Work Relationship; Foreign Countries; Higher Education; *Institutional Cooperation; *Program Effectiveness; *School Business Relationship; Vocational Education
IDENTIFIERS- *Australia; *TAFE (Australia)

To secure more significant input from industry in Australian college programs, a number of mechanisms exist, including college councils. A study surveyed the operation of existing councils from the perspective of college administrators, using an extensive questionnaire, and from the perspective of members of a number of councils perceived as effective, through interviews. About 150 of the approximately 200 technical and further education colleges that were surveyed responded. One of the most conspicuous features to emerge from the study was a recognition of the uniqueness of individual councils. This unique character is clearly part of the fabric of each college and should be maintained, but the research showed that most colleges were not making full use of the competencies of their council. Analysis of effective college councils revealed a number of common strategies: (1) well-defined council goals; (2) the provision of orientation and/or staff development for council members; (3) membership representative of the college community; and (4) the development of a genuine partnership between college administrators and the council. The study concluded that most of the strategies identified could be implemented relatively simply, although they may need to be accompanied by some attitudinal changes. (Includes the questionnaire and 64 references.) (Author/KC)

ED 319 905 CE 054 821

Certified Professional Secretary Examination. Outline and Bibliography.
Professional Secretaries International, Kansas City, MO.
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- Professional Secretaries International, 10502 N.W. Ambassador Drive, P.O. Box 20404, Kansas City, MO 64195-0404.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Bibliographies (131)
DESCRIPTORS- Accounting; Business Education; Business Skills; *Certification; Dictation; Economics; Office Automation; Office Machines; *Office Management; Office Occupations; Organizational Communication; Personnel Management; Postsecondary Education; Records (Forms); Records Management; *Secretaries; Shorthand; *Test Content; *Test Format; Test Manuals; Tests; Typewriting; Word Processing
IDENTIFIERS- *Certified Professional Secretary Examination

This outline and bibliography were prepared by the Institute for Certifying Secretaries, a department of Professional Secretaries International, as a means of acquainting candidates and educators with the Certified Professional Secretary Examination. The first section of the guide outlines six sections of the test, explaining what is tested and the percentage of scores for each sub-area of knowledge. The six parts are as follows: (1) behavioral science in business; (2) business law; (3) economics and management; (4) accounting; (5) office administration and communication; and (6) office technology. The second section is a bibliography listing references for each of the six parts of the test, as well as for a board overview of the test. It also provides a list of publishers' names, addresses, and telephone numbers. (KC)

ED 319 972 CE 054 950

First Jobs. Young Workers in a Changing Economy.
Education Writers Association, Washington, DC.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
REPORT NO.- ISBN-0-943445-03-05
PUB DATE- 90
NOTE- 50p.; Photographs will reproduce poorly.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 (1-9 copies: $10.00; 10-24: $9.00; 24 or more: $8.00; $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Services; Employment Patterns; Employment Potential; *Entry Workers; Incentives; Job Searcn Methods; Job Training; *Noncollege Bound Students; *Quality of Life; Quality of Working Life; Service Occupations; Welfare Recipients; *Young Adults
IDENTIFIERS- Alabama (Birmingham); California (Salinas); Iowa (Esterville); Iowa (Milford); Iowa (Terril); Massachusetts (Lawrence); Michigan (Detroit)

Interviews with young workers, their parents, and their employers in seven communities (Birmingham, Alabama; Salinas, California; Esterville, Milford, and Terril, Iowa; Lawrence, Massachusetts; and Detroit, Michigan) show that today's young workers--the 20 million 16- to 24-year-olds who do not plan to go to college--do not receive the support they need to build a financially secure future for themselves, their families, or society. As high-paying, low-skill jobs in manufacturing are replaced with low-paying, higher-skill jobs in the service sector, young people must perform more complicated tasks more efficiently and flexibly for less reward. Working youth comprise more than half their age group and one-sixth of U.S. workers. About three-fourths of all U.S. youth work for pay. Working young people are struggling against odds not faced by their parents or older siblings. Among the common themes revealed in the interviews across communities are that: (1) traditional networks for finding jobs no longer exist; (2) in many cases, jobs in growth industries are not growing fast enough to replace stable, good-paying manufacturing jobs that do not require advanced training; (3) in some cases, low wages become an incentive for young mothers to stay on welfare; and (4) much of the available job training is provided by community organizations that suffer from reduced federal funding, unstable local support, and high employee turnover, and can serve only a small portion of those who need their services. (CML)

ED 319 985 CE 054 972

*Bingaman, David E.*
Career Counseling and Development. Course of Study, Grades 6, 7, 8.
PUB DATE- 6 Aug 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; *Career Development; *Career Education; Career Guidance; *Career Planning; Education Work Relationship; Junior High Schools; *Middle Schools; *Occupational Information; Vocational Interests
IDENTIFIERS- Pennsylvania

This outline for a middle school career development guide includes five sections and two appendices. Section 1 outlines the philosophy and objectives of middle level education at Selinsgrove Area Middle School in Pennsylvania. Section 2 outlines objectives of career development. Section 3 lists four types of course content, including classroom overview of careers, resource personnel unit, higher education or training school unit, and "on-the-job" unit. Section 4 provides methods of evaluation for the course units. Section 5 lists five resources for career development. Appendix A provides a worksheet for students to use to report on a presentation by a resource person. Appendix B provides a similar worksheet for presentations on higher education or training schools. (CML)

ED 320 013                                    CE 055 106

*Thoresen, Jean H.*
Turning Fins into Feathers, or Helping Students Soar. Decision Clarification for Non-Traditional Students.
PUB DATE- Jun 90
NOTE- 23p.; Paper presented at the Annual National Conference on Education and Training: Route to Self-Sufficiency for Single Parents (2nd, Lexington, KY, June 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Career Awareness; Career Choice; *Decision Making; Goal Orientation; *Institutional Environment; *Nontraditional Students; One Parent Family; Postsecondary Education; Self Actualization; *Social Support Groups; *Values Clarification; *Womens Education

Many single parents involved in higher education are nontraditional women students returning to school after raising children or recently divorced women who must equip themselves to improve or maintain the economic status of both themselves and their children.

These students may need special help in identifying careers that interest them. It is also crucial that they know which people in their lives can provide the most support and those who may, deliberately or inadvertently, sabotage the returning student's educational goals. When an institution does not have a program to help such students, the role of the individual faculty member or advising staff member becomes even more important. Two techniques based on values clarification and values realization research and materials may be especially useful: "Prior Jobs Inventory" and "Relationship Circles." Although advising should not become "unlicensed therapy," values clarification techniques can be easily and properly used by faculty and advisors who become trained in their application. Research suggests that these techniques are effective in helping nontraditional returning women students. Thus, the self-sufficiency of single parents within an educational environment can be enhanced. (Author/CML)

ED 320 042 CG 022 537

AIDS: A Parents' Guide to AIDS Education in Schools.
**Manitoba Dept. of Education and Training, Winnipeg. Instructional Services Branch.**
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; Foreign Countries; *Health Education; *Parent Education
IDENTIFIERS- *Manitoba

This brochure was written to answer parents' questions about Acquired Immune Deficiency Syndrome (AIDS) education in Manitoba schools and AIDS as a disease. It discusses the seriousness of the AIDS epidemic and presents statistics from a nationwide study of the attitudes, knowledge, and behavior of Canadian youth in grades 7, 9, and 11 to describe how young people feel about AIDS. It explains how AIDS education materials are developed for Manitoba schools, who teaches AIDS education in the schools, and who decides if a child is to attend an AIDS education program. Information is provided on how parents can review AIDS curriculum materials. The report explains why AIDS education begins in grades five and six and briefly reviews what is taught to students in grades five and six, junior high schools, and high schools. Other information is provided on AIDS--what it is, how it is spread, and one's risk of getting AIDS in day-to-day situations. The report concludes with a list of audio-visuals and publications about AIDS. (NB)

ED 320 072 CG 022 567

Topical Search: AIDS and Youth.
**Department of Justice, Washington, D.C. National Inst. of Justice.**
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Citations (References); *Communicable Diseases; Correctional Institutions; Databases; Institutionalized Persons; Outreach Programs; Program Descriptions; *Youth Problems
IDENTIFIERS- National Institute of Justice

This topical search includes 30 of the most representative citations on the subject of Acquired Immune Deficiency Syndrome (AIDS) and youth selected from the National Institute of Justice/NCJRS (National Criminal Justice Reference Service) database. Topics covered in this package include education programs for in-school youth, policies and procedures for juvenile detention facilities, pediatric AIDS, and outreach and other services for runaways. The topical search is organized by accession number, which is found at the top of each citation. Each entry also

includes the following fields: title (in English), personal author, corporate author, sponsoring agency, sales agency, data of publication, country of origin, grant number, publication number, type of resource, annotation, abstract, number of pages, and language. Availability information is also provided. (TE)

ED 320 102 CS 010 075

Chapter 1 Corrective Reading Program, 1988-89. Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- May 90
NOTE- 72p.; For a 1985-86 report, see ED 268 482.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Computer Assisted Instruction; *Corrective Reading; Curriculum Development; Elementary Education; *Elementary School Students; *Language Arts; *Parent Student Relationship; *Private Schools; Program Effectiveness; Program Evaluation; Reading Achievement; Reading Aloud to Others; Reading Improvement; Supplementary Education; Writing Evaluation; Writing Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; New York (New York)

A study examined the effectiveness of the Chapter 1 Corrective Reading Program, designed to provide supplementary reading and writing instruction to Chapter 1-eligible students from New York City nonpublic schools. During the 1988-89 school year, the program served a total of 7,943 students at 162 instructional sites. The total included 4,656 students receiving face-to-face instruction and 3,287 students receiving computer assisted instruction (CAI). In addition, 65 teachers, 780 parents, and 831 students participated in a new Parent Read-Aloud Program in grades one through three. Sources of data included program documents, data retrieval forms, observations of classes and staff development training workshops, interviews with program staff, and the results of standardized reading tests. Results indicated that students in all grades on all subtests in all modes of instruction achieved mean gains that were statistically significant and met the program criteria for success. Recommendations include: (1) vigorous promotion and expansion of the Parent Read-Aloud Program; (2) continuation of staff development as currently organized; (3) more training for CAI teachers on the content and features of software packages; (4) continuation of efforts to adapt software for use in settings where teachers are not physically present; and (5) evaluation of the CAI curriculum for first grade and, if necessary, change of the curriculum. (Fifteen tables of data are included; a brief description of Chapter 1 nonpublic school reimbursement services and the CAI teacher survey are attached.) (RS)

ED 320 117 CS 010 111

*Watson, Jane*

The Use of Children's Literature in Improving the Secondary Remedial Reader's Attitude toward and Fluency in Reading.

PUB DATE- Aug 83

NOTE- 116p.; M.Ed. Thesis, Central Washington University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- *Childrens Literature; High Schools; Informal Reading Inventories; Lesson Plans; Nontraditional Education; *Reading Attitudes; Reading Difficulties; Reading Research; *Remedial Reading

IDENTIFIERS- Estes Attitude Scale; *Reading Fluency; Washington

Using a newly developed 6-week course, a study examined the effect of children's literature on the reading attitude and fluency of secondary remedial students. Subjects were 10 tenth- through twelfth-grade students enrolled in a central Washington State alternative high school for students who dropped out of regular high school but who still wished to earn a high school diploma. Subjects learned about the categories of children's literature, criteria for selection of good literature, preparation of discussion questions, techniques for reading aloud, and use of the library during the course. Subjects had weekly contact with first-grade students during weeks two through six. Subjects prepared written lesson plans and completed self-evaluations of their performance. Subjects also completed the Estes Attitude Scale and the informal reading inventory at the end of the course. Results indicated that no statistically significant difference was found in the subjects' reading attitudes, but reading fluency increased significantly. (Two tables of data are included; 87 references, complete lesson plans for the 6-week course, and a 212-item bibliography of children's literature are attached.) (RS)

ED 320 132 CS 010 129

*Duffy, Gerald G., Ed.*
Reading in the Middle School. Second Edition.
**International Reading Association, Newark, Del.**
REPORT NO.- ISBN-0-87207-121-9
PUB DATE- 90
NOTE- 242p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714-8139 (Book No. 121; $11.50 member, $17.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Content Area Reading; Instructional Effectiveness; Junior High Schools; *Middle Schools; *Reading Instruction; Reading Programs; *Reading Writing Relationship; Staff Development
IDENTIFIERS- Instructional Preparation; Teacher Collaboration

Intended for practitioners, this book's major purpose is to reaffirm the unique and integral roles reading and literacy play in middle school curriculum and instruction. The book emphasizes: (1) the research-based rationale for what educators teach in reading and how it is taught; (2) an integration of reading with writing; (3) an acknowledgement that middle school reading instruction occurs within a context that imposes constraints which, in turn, shape the nature of middle school reading curriculum and instruction; (4) the importance of gradual, contextually bound charge relative to the conditions imposed by both policy and environment; and (5) a strategy of creating effective instructional improvement through collaboration among practitioners, teacher educators, and theorists. Part 1 includes four chapters that provide a frame of reference for middle school reading. The five chapters in Part 2 focus on middle school reading curriculum and instruction. Part 3 consists of five chapters in which reading educators and/or practitioners describe a particular perspective on how effective reading programs are implemented in specific school settings. Part 4 consists of a single chapter that foreshadows what to expect in middle school reading during the 1990s. (MG)

ED 320 148 CS 212 370

*McNergney, Robert F.; And Others*
Educational Research, Policy, and Practice: The Role of the Press.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Colloquium on the Interdependence of Educational Research, Policy, and the Press (Charlottesville, VA, August 11-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Journalism; Mass Media; *Mass Media Role; *News Media; Public Policy; *Researchers; Scholarly Journals

IDENTIFIERS- Journalists; Scholarly Writing; Social Science Interchange

Educational researchers and journalists fail to communicate with one another. Educators fear being viewed as hungry for headlines, shallow, and opportunistic, while reporters dislike being bombarded with press releases. In fact, both researchers and journalists are capable of writing dynamically and intelligently about social problems for large numbers of readers. The problems with reporting social science research in the mass media are that: (1) findings are contingent; (2) similar studies may produce conflicting findings; (3) many reported studies are not legitimate research; and (4) what journalists choose to report may be neither valid nor important science. Communication between researchers and reporters could be improved if journal editors routinely sent copies of their publications to newspapers and if journalists devoted more attention to the educational community. Those who cover education can teach the public that educational research is a promising method for seeking solutions to social problems and more generally that education is a field of intellectual consequence which is worthy of study. (SG)

ED 320 178                                CS 507 179

*Kelley, Douglas L.; Ninan, Molsey*
Communication Skills Affecting Listening Satisfaction.
PUB DATE- Feb 90
NOTE- 31p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attention; Communication Problems; Communication Research; Interpersonal Communication; *Listening; *Listening Comprehension; Questionnaires; Satisfaction; *Speech Communication
IDENTIFIERS- *Communication Satisfaction; Listening Research

A study examined skills related to an individual's satisfaction with a partner's listening ability. Forty-nine undergraduates in a listening skills class were asked to increase the use of effective listening behaviors with three to five individuals with whom they had a relationship--this resulted in 194 participants in the study. Two questionnaires were constructed for the participants. Results identified three skills which demonstrated significant positive correlations with sources' listening satisfaction: understanding, nonverbal attentiveness, and verbal responsiveness. A fourth skill, distraction, revealed a significant negative relationship with satisfaction. Findings suggested that perceived listener understanding accounted for the most variance in the source's satisfaction with the listener, while nonverbal attentiveness and distraction played important roles in predicting source listening satisfaction and the source's perception of listener understanding. Verbal responses appeared to have less impact on the listening process than did nonverbal attentiveness cues and distractions. (Five tables are included; 33 references are attached.) (Author/SG)

ED 320 249 EA 021 900

*Sheehan, Lourdes*
Building Better Boards: A Handbook for Board Members in Catholic Education.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-042-9
PUB DATE- Apr 90
NOTE- 196p.
AVAILABLE FROM- Publications, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($12.00 prepaid; $3.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Selection; Board Administrator Relationship; *Board of Education Role; *Boards of Education; *Catholic Schools; Educational Finance; Educational Policy; Elementary Secondary Education; Principals; Private Education; School Administration

Boards and commissions, an important part of Catholic education since the late 1800s, experienced a significant revival in the decades following the Vatican Council II. Today, approximately 68 percent of the Catholic schools in the United States have some form of educational governance structure. Although the primary focus of this handbook, which contains 10 chapters, is on Catholic school boards and boards of trustees, the principles and much of the materials are easily adaptable to councils, commissions, and committees for other diocesan, parish, and religious education programs. Specifically, the chapters define a Catholic school board; discuss policy formation and enactment; review selection and appointment of the principal; study the roles and relationships of boards and schools; and cover board meetings. Additional chapters explore planning, the role of the board in finances; development and public relations/marketing; evaluation of and by the board; and membership. The 12 appendices contain sample constitutions for a variety of educational governance structures, definitions and guidelines related to Catholic school principal selection, the functions of the board and a board member's profile, and sample diocesan policies. Practicing subsidiarity and collaboration, school boards and other diocesan, parish, and educational councils and commissions can effectively and efficaciously serve the church's educational mission. The bibliography contains 33 references. (KM)

ED 320 279 EA 021 943

*Funk, David L.*
Victory at the Polls: A Strategic Plan for Successful School Finance Elections.
Oregon School Study Council, Eugene.
PUB DATE- May 90
NOTE- 65p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $2.00 shipping and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bond Issues; *Educational Finance; Elementary Secondary Education; *Public Relations; *School Support; *Tax Allocation
IDENTIFIERS- *Oregon; *Referendums

Despite the recent upheaval in public finance, the typical school district still approaches, organizes, and perceives a school finance referendum no differently than 40 years ago. Political strategy remains a rather shunned, undeveloped resource at a time when election success is most needed and when school administrators cannot take public support for granted. In Oregon, where over 50 percent of school district operating revenues come from local property taxes and tax levy support must be approved annually, successful campaigns are even more critical. The campaign strategy presented in this booklet strongly resembles the step-wise, goal-directed models used in business and political persuasion. The first chapter discusses the continuous school district efforts that lay the foundation for a successful campaign. Chapter 2 discusses the more technical aspects of scheduling and structuring a tax issue election. Chapter 3 focuses on organizing the district campaign team and includes a campaign calendar that plots the chronological events in a hypothetical school finance campaign. Chapter 4 covers the theoretical foundations underlying campaign strategy, and chapter 5 presents practical suggestions for conducting a successful campaign. This final chapter also includes numerous examples of campaign techniques used by school districts. Appendices contain a campaign planner, a generic enumeration polling script, a sample information fact sheet, a sample ballot, two case studies, sample citizen endorsements, and a precinct reporting sheet. (22 references) (MLH)

ED 319 933 CE 054 884

*Kirkwood, Gerri; Kirkwood, Colin*
Living Adult Education. Freire in Scotland. Innovations in Education.
**Scottish Inst. of Adult and Continuing Education, Edinburgh (Scotland).**
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
REPORT NO.- ISBN-0-335-09555-0
PUB DATE- 89
NOTE- 171p.; Photographs will reproduce poorly.
AVAILABLE FROM- Open University Press, 242 Cherry Street,

Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Adult Education; *Adult Learning; *Community Education; Continuing Education; Educational Philosophy; Foreign Countries; Program Content; *Theory Practice Relationship
IDENTIFIERS- *Freire (Paulo); *Scotland (Edinburgh)

This document describes and assesses the process of adapting Paulo Friere's ideas in a Western European urban context. The Adult Learning Project (ALP), in the Gorgie Dalry section of Edinburgh, Scotland, is a sustained experiment in the application of Freire's educational principles. Following an introduction, chapter 1 describes the history of ALP and development of the ALP process of investigation, building learning programs, and supporting action outcomes. Chapter 2 discusses changes in British society in the period leading up to ALP's beginning, aspects of the community education context in Scotland, and the life and ideas of Freire. Chapter 3 presents as case studies three ALP investigations (Living in Gorgie Dalry, Health and Well-Being, and Parents and Authority) and accompanying learning programs. Chapter 4 presents three action outcomes (Play in the Terraces, Skills Exchange, and Parents Centre), which emerged from the ALP learning programs discussed in chapter 3, and workshops on photography and writing. Chapter 5 reports the influence of ALP on participants, ALP staff, and fellow professionals and voluntary workers in adult and community education. Chapter 6 reflects on the experience of ALP as a whole, identifying factors that have helped ALP to thrive and pointing out implications for the management of innovation in adult learning, with a view to spreading the influence of such projects in the mainstream of education. The document concludes with a glossary, a 15-item bibliography, and information about ALP students. (CML)

ED 319 947 CE 054 899

*Bujea, Eleanor*
Business Education Practices and Trends: A Literature Review. SIDRU Research Report No. 4.
**Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.**
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- ISBN-0-7731-0110-1

PUB DATE- May 87
NOTE- 57p.
AVAILABLE FROM- Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2 ($10.00 plus $1.50 postage and handling; 5 or more: 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academically Gifted; Accounting; Business Communication; *Business Education; Business Education Teachers; Business Skills; Computer Assisted Instruction; Computer Literacy; Consumer Education; *Cooperative Programs; Curriculum Development; Disabilities; Economics Education; Educational Trends; Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Keyboarding (Data Entry); Law Related Education; Marketing; Postsecondary Education; *School Business Relationship; Technology Transfer; Work Experience Programs
IDENTIFIERS- Canada; Great Britain; United States

The findings of a literature review of business education in Great Britain, the United States, and Canada were as follows: business education will be in greater demand in the high school and it will be extended downward into the elementary school and upward into the postsecondary institutes, especially in the areas of keyboarding and computer literacy; in the subjects of law, economics, marketing, accounting, and consumer education, the content taught needs to be business oriented and it must be taught by individuals qualified in the field of business; computer-assisted instruction (CAI) is extending into all subject areas and should be used as an aid to instruction, with equipment available to business education teachers; business teachers should be involved in inservice education in keyboarding and computer literacy for all teachers, including administrators and consultants; the business education curriculum should be flexible and continuously updated to accommodate new technologies, changing content, and the dynamic nature of business; and teachers of business subjects should have up-to-date industry experience, with cooperative business experience available as inservice education for business teachers. (The document includes 64 references and 52 recommendations in the areas of keyboarding, shorthand, machine transcription, computer literacy, economics, communications, computer applications, work experience, attitudes, handicapped, gifted, curriculum and curriculum development, and teacher development.) (CML)

ED 320 028 CE 055 216

*Smith, Carole A.*
Landscape Management: Field Operator.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 406p.; For related documents, see CE 055 214-215.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301701: $13.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Educational Objectives; *Floriculture; *Hand Tools; *Landscaping; *Occupational Information; Postsecondary Education; Secondary Education; Site Development; *Turf Management; Vocational Education; *Water
IDENTIFIERS- Power Tools

These materials for a six-unit course were developed to prepare secondary and postsecondary students for entry-level positions in landscape management. The six units are on orientation, hand tools, light power equipment, water and watering techniques, planting and maintaining plant beds, and establishing and maintaining turf. The first section is designed to show teachers how to use the materials and includes an explanation of instructional elements, an instructional task analysis for each unit, and a list of 33 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 320 163 CS 212 392

*Salas, Marilyn; Tkel, Debbie*

A Bibliography of Literature for Micronesian Children.

PUB DATE- Jun 90
NOTE- 90p.; Developed by Project BEAM, University of Guam.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Childrens Literature; Elementary Secondary Education; Instructional Materials; *Multicultural Education; Publishing Industry; Recreational Reading
IDENTIFIERS- *Micronesia

This bibliography contains an extensive list of works of literature for the children of Micronesia. The bibliography is divided into the following categories: (1) "Micronesia" (including 41 citations); (2) "Primary: Picture Books" (378 citations); (3) "Primary" (83 citations); "Intermediate" (88 citations); (4) Middle/High (68 citations); "Informational Books" (217 citations); (5) "Poetry" (265 citations); (6) "Prose" (81 citations); and (7) "Multicultural." In the "Multicultural" section are 17 Asian/Pacific Islander, 19 Japanese, 10 Chinese, 9 Filipino, 17 Hawaiian, 9 African, 6 Hispanic, 12 Native American, 6 Black American, and 3 Jewish-American works. Citations are not annotated. Some citations represent early 20th century works, but most represent more contemporary works. The bibliography also includes sample literature sets for first and second grade and a list of children's book publishers. (SG)

ED 320 264 EA 021 918

Public Schooling Options.
**Kansas State Board of Education, Topeka.**
PUB DATE- Sep 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Nontraditional Education; *Public Schools; *School Choice; *School Restructuring; State Legislation; *State Programs; State School District Relationship
IDENTIFIERS- *Kansas

Public school choice is an area of educational reform that has received attention from state and federal policymakers. Common applications of choice programs include alternative schools; open enrollment/intradistrict choice; and statewide/interdistrict choice. The following areas in public school choice are covered in this report: perceived benefits; current models of choice initiatives; successful program characteristics; national initiatives; and policy considerations. Appendices include Kansas school choice programs and Kansas statutes. (21 references) (LMI)

ED 319 919 CE 054 861

*Rossetti, Rosemarie; And Others*

An Examination of Factors Influencing Students Not To Enroll in Secondary Vocational Education. Summary of Research 53.

**Ohio State Univ., Columbus. Dept. of Agricultural Education.**
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Educational Attitudes; *Enrollment Influences; Family Influence; High Schools; *High School Students; Socioeconomic Influences; *Student Attitudes; *Student Characteristics; *Vocational Education
IDENTIFIERS- Ohio (Southwest)

A study was conducted to identify reasons why high school students elect not to enroll in a vocational curriculum. Data were collected via questionnaires sent to all 11th graders in 5 schools selected randomly in Southwestern Ohio (633 responses). Some of the findings of the study were the following: (1) 60 percent of the sample were enrolled in an academic curriculum, whereas 40 percent were in a general curriculum; (2) white male students from a higher socioeconomic status and in an academic curriculum had the most negative images of vocational education; (3) major reasons for not enrolling in vocational education included "did not have what I'm interested in," "want to go to college," and "scheduling problems"; (4) reasons for not enrolling in vocational schools included the need to prepare for college, "not thinking about it," lack of ability to participate in extracurricular activities in their home school, and a negative image of the vocational school in their community; (5) half the sample had a neutral attitude toward vocational education and the other half had a more negative attitude toward it; and (6) mothers were most influential in decisions not to enroll in vocational education, followed by friends, siblings, and teachers. Recommendations were made to improve the image of vocational education, to avoid scheduling conflicts with academic courses, and to market vocational education more effectively. (KC)

ED 319 960 CE 054 922

*Murk, Peter J.; Ross, Jovita M.*
A Review of Adult Development and Learning Courses Taught at
Twenty-Four North American Universities: A Content Analysis.
SPONS. AGENCY- Commission of Professors of Adult Education.

PUB DATE- Apr 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; *Content Analysis; *Course Content; Course Descriptions; Course Objectives; Developmental Stages; Educational Resources; Higher Education; Instructional Materials; Textbook Content; Textbook Selection; Theory Practice Relationship
IDENTIFIERS- North America

The purpose of a review of course materials and teaching methods in the area of adult development and learning was to identify commonalities that existed in course titles, objectives, content areas, texts, required reading, resources used, course requirements, and instructional processes. Thirty-two course syllabi and 1 curriculum guide from 24 institutions of higher learning in 17 states and 2 Canadian provinces were reviewed. Some form of "The Adult Learner" or "Adult Learning" was used as the course title for 22 syllabi. Only two courses used the title "Adult Development and Learning." All 32 syllabi had some form of course description, but only 16 reported a clearly stated course purpose. Twenty-eight syllabi offered objectives and competencies to be mastered. Three major divisions of course content emerged from the course descriptions: emphasis on adult development concepts, theories and concepts of adult learning, and instructional methodologies. Twelve syllabi indicated a balanced combination of both theory and practice, with eight placing heavy emphasis on theory and seven emphasizing practice. Twelve courses had traditional academic assignments, 10 had assignments that blended theory and practice, and 6 had applied assignments. Twenty-eight different books were cited as texts, with the most frequently cited one being listed seven times. (A 28-page bibliography on adult learning and development is included with the report.) (CML)

ED 320 058 CG 022 553

*Colman, Vanda; And Others*
Till Death Do Us Part: Caregiving Wives of Severely Disabled Husbands.
**Older Women's League, Washington, DC.**
PUB DATE- 87
NOTE- 18p.
AVAILABLE FROM- Older Women's League, 730 Eleventh Street, N.W., Suite 300, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Day Care; Alzheimers Disease; *Family Caregivers; Federal Programs; *Females; *Frail Elderly; Health Care Costs; Health Insurance; Health Services; Home Health Aides; *Long Term Care; Personal Care Homes; *Severe Disabilities; Social Services; *Spouses

This "gray paper" asserts that the physical, emotional, and financial needs of unpaid caregivers--usually women--have been largely ignored in our national health care policy regarding care for the severely disabled elderly. It discusses the problem of the caregiving role for wives of severely incapacitated husbands, noting that the present health care delivery system is inadequate to address and solve the problems of the caregiving wife for the following reasons: (1) Medicare, the largest government health care program for the elderly, focuses almost exclusively on "acute" care, which in practice means hospital care; (2) Medicaid allocates 40 per cent of its nationwide budget to nursing home care, but a couple must impoverish themselves to qualify the disabled spouse for Medicaid coverage; and (3) other sources of assistance, such as Social Services (Title XX of the Social Security Act), private insurance plans, private nursing agencies, adult day care, or mutual support groups, are either too expensive or too limited to address caregivers' needs. The paper therefore provides a set of strategies to alleviate the burdens of caregiving wives, in view of the inadequacy of our present health care system. Six basic principles affirming the rights and needs of caregivers are outlined, and a strategy for legislative and regulative reform at the federal and state levels is presented. Footnotes are included. (TE)

ED 320 088 CG 022 593

*Monahan, Martha J.*
Gender Differences in Empathy: Are Women Really More Empathic than Men?
PUB DATE- Aug 89
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Empathy; *Sex Differences; *Sex Role; Sex Stereotypes; Theories; *Validity; *Young Adults

There is a longstanding cultural stereotype that women tend to be more empathic than men. For many years this stereotype has been upheld by theory and research in fields as diverse as psychoanalysis, social, developmental, personality, and feminist psychology. This study was designed to clarify further the relationship of empathy to gender and sex role orientation. Relationships among gender, sex role orientation, ego development, and different forms of empathy were also examined. The Empathy Scoring System, a new, unobtrusive and multidimensional system for measuring empathy, was used to score empathy from the qualitative interviews of 30 married men and 30 married women who participated in a larger study of young adult close relationships. No significant differences were found in empathy scores. Sex role orientation, however, was significantly related to empathy but in different ways for men and women. These results suggest a more complex relationship among gender, sex role orientation, and empathy than has been proposed by theory and research to date. (Author/ABL)

ED 320 207 EA 021 806

*Kirby, Douglas; And Others*
An Assessment of Six School-Based Clinics: Services, Impact and Potential.
Center for Population Options, Washington, DC.
PUB DATE- Oct 89
NOTE- 109p.; For a related document, see EA 021 807.
AVAILABLE FROM- Publications, Center for Population Options, 1012 14th Street, N.W., Suite 1200, Washington, DC 20005 ($20.00 plus 15 percent shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Clinics; *Health Programs; *Medical Services; *Pregnancy; *Program Evaluation; Secondary Education
IDENTIFIERS- *School Based Clinics

For two decades, school-based clinics have been providing basic health care to medically underserved teenagers and addressing the increasingly complex health and social problems facing young people, particularly unintended pregnancy. Today there are 150 school-based clinics operating in most major cities and many rural areas. In 1984, the Center for Population Options launched a major project to evaluate a diverse group of clinics located in different parts of the country. The project sought to asses student use of clinic services and the clinics' effects on use of medical services generally and on student absenteeism, illegal drug use, alcohol consumption, cigarette smoking, and unprotected sexual intercourse. The study also sought to examine clinics' potential to meet desired objectives and identify helpful strategies. The clinics selected for evaluation were in the following cities: Gary, Indiana; Muskegon, Michigan; Jackson, Mississippi; Dallas, Texas; Quincy, Florida; and San Francisco, California. All six clinics served low-income populations, provided primary health care, and were open daily during school hours. Evaluation data were drawn from four sources: (1) staff and student interviews; (2) clinic records; (3) a student health survey; and (4) longitudinal birthrate data. Very large percentages of students used clinics in five of the schools studied. Study results suggest that school-based clinics can reduce students' consumption of alcohol and tobacco. The clinics did not encourage students to be sexually active, even when dispensing or prescribing contraceptives. According to survey data, the clinics had no effect on pregnancy rates. Recommendations to improve clinics' effectiveness are provided. Included are two appendices containing a reproductive health and pregnancy prevention inventory and the student health survey. (33 references) (MLH)

ED 320 234                                        EA 021 871

*Birchenough, Michael*

**Making School Based Review Work.**
**National Development Centre for School Management Training, Bristol (England).**
PUB DATE- Jan 85
NOTE- 29p.
AVAILABLE FROM- National Development Center for School Management Training, 35 Berkeley Square, Bristol, BS8 1JA, United Kingdom.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Evaluation; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Needs Assessment; School Based Management; School Supervision; *Teacher Role
IDENTIFIERS- *England; *School Based Evaluation; Wales

While research on school-based review is in progress, and while--thus far--it has proved difficult to show a causal link between school self-evaluation and educational improvement (especially when pupil performance is the main criterion of success), some schools have been quick to implement decisions regarding the curriculum that have arisen from a review. To give a concise account of the principles and practice of school-based review and development in England and Wales, this document illustrates some schemes currently in use. Specifically, the sections provide: (1) issues in school-based review and development including accountability, participation, and the external view; (2) a comparison of the Guidelines for Review and Internal Development in Schools scheme, the ILEA scheme, and the Salford schemes for school-based review and development; (3) the six stages of school self-evaluation and development; and (4) suggestions for external support for review and development. In addition to benefiting from improvements to the pupils' education, a school-based review should enable the head of a school to gain from a greater understanding of the perceptions of the staff and others involved regarding the school's strengths and weaknesses. (10 references) (KM)

ED 319 892 CE 054 671

The Impact of State Policy and Practices for Education for Employment. Report 24.
**Illinois State Council on Vocational Education, Springfield.**
PUB DATE- 8 Mar 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Competition; Economic Development; *Educational Improvement; Educational Planning; *Educational Policy; Educational Practices; *Education Work Relationship; Futures (of Society); Job Training; Labor Force Development; Postsecondary Education; School Business Relationship; Secondary Education; *State Boards of Education; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Illinois

This report of the Illinois Council on Vocational Education for 1987-88 is 1 in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act. It focuses on policies needed to strengthen vocational education programs, specifically the Illinois State Board of Education's education for employment initiative. The report traces the historical development of the initiative and offers advice to the board on policies that may improve/expand it. It suggests several options for refocusing the implementation of that policy: (1) identify clearly those skills that all students must possess in order to prepare them for their future work roles and bring teachers together in the high schools to address these skills; (2) improve and expand those aspects of State Board of Education and Illinois Board of Higher Education relationships that will prepare new teachers for positions in secondary and postsecondary settings; and (3) involve the private sector in modernizing education for employment programs by using advisory councils in all regions with membership representative of the regional work force. The council considers these options, while dramatic in their scope, critical to the long-term success of the State Board's education for employment initiative. (KC)

ED 319 906 CE 054 830

*Albert, Janice Lee*
Employment and Adult Literacy: Critical Facts. The New York City Adult Literacy Initiative. A Critical Issues Paper.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Mayor's Office of Educational Services, NY.
PUB DATE- Feb 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Students; Basic Skills; Educational Needs; Educational Policy; *Employment Patterns; Job Placement; *Literacy Education; Policy Formation; Skill Development; *Student Characteristics; *Unemployment
IDENTIFIERS- *New York (New York)

Adult literacy programs in New York City serve persons with a wide range of employment needs and expectations. Information from the Literacy Assistance Center provides the following impressions about the adult learner population: (1) approximately one-half of the students attending programs are working, but lengthy periods of unemployment among the other half are common; (2) nearly two-thirds of the participants in literacy programs are women, who are less likely to be employed and more likely to receive public assistance; and (3) in general, the patterns of employment among New York City's adult learner population resemble the trends among adults without high school diplomas nationally. Students and policy-makers often expect adult literacy programs to provide employment as well as educational services. Although participation in literacy programs may aid students in their work situations, the experiences of program administrators and staff lead many to believe that a more aggressive strategy for coping with unemployment is needed. Strategies to assist adults who are not working to participate in basic education courses have been tried. Implementing these strategies on a broader scale will require new practices and additional resources. Ideally, students should be retained beyond the point of finding employment, to facilitate long-term career development and ongoing educational achievements. (KC)

ED 319 986 CE 054 973

*Bhola, H. S.*
"Words of Wisdom" for Youth and Adults: The Cultural Context of Program Design.
PUB DATE- Mar 90
NOTE- 26p.; Paper presented at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cultural Context; Cultural Differences; Culture Conflict; *Developing Nations; Intercultural Communication; *Literacy Education; *Nonformal Education; *Program Design

Program design in nonformal education must take into account the cultural context in which it exists. In developing countries, it can neither reject all values of Western civilization (an impossible task), nor can it embrace Western values without regard to native cultures. The challenge, especially in literacy education, is to become culturally conscious, to preserve what is of value in indigenous cultures and traditions, to renew what must be renewed, and to develop a mutually regenerative relationship between traditional values and science and technology. The educational agenda for all non-Western cultures must support the old culture as it subverts it and reinforce the tradition while renewing it. Practical suggestions for program design in culturally sensitive nonformal education stress the following: (1) building a learning environment; (2) defining needs; (3) defining objectives; (4) selecting clients; (5) choosing content and language; (6) selecting methods and materials; (7) establishing institutional and social arrangements; (8) selecting settings for learning; (9) recruiting instructors; (10) training workers and providing orientation to leaders; (11) motivating teachers and learners and mobilizing resources; and (12) conducting evaluations and developing feedback. The key to the process is participation in the program design by the learners, teachers, local leaders, and extension workers in a genuinely collaborative network of relationships. (25 references) (KC)

ED 320 000 CE 055 043

*Harris, Robert; Phillips, Alan*
Responding to Changes in Building Legislation. Updating Training for the Building Regulations 1985 and Supporting Documents.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-187-X
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adults; *Building Trades; *Continuing Education; *Cooperative Programs; Curriculum Development; Federal Regulation; Foreign Countries; *Inservice Education; *Minicourses; Off the Job Training; Professional Development; *Retraining
IDENTIFIERS- *Great Britain

A project sought to develop a means of updating and retraining those required to comply with Britain's 1985 Building Regulations, which are substantially different from the previous ones in regard to procedures and technical content. The training needs analysis conducted indicated that the new training should be flexible and use practical and easily understood materials and methods. Consequently, three blocks of training were developed, each of which is virtually self-contained and concentrates on particular aspects of the Building Regulations, so that trainees may select some or all of the blocks according to their individual needs. Six kinds of training materials were produced: (1) short learning modules based on the regulations, in which all the information was provided for answering set questions in a self-contained learning package; (2) case studies; (3) questions and answers based on the regulations, which can be used for self-assessment; (4) slides illustrating the regulations in practice; (5) illustrative reference materials; and (6) trainer's notes. A course based on these materials was pilot tested with a group of practicing architects, builders, civil engineers, and fire officers. Courses have generally been oversubscribed, reflecting the success of the concept of the project. The project suggests that short updating courses to match the changing building legislation can be provided only through cooperation between colleges and the local building control department. (The document describes course content and contains questionnaires used in the needs assessment and course evaluation.) (CML)

ED 320 014 CE 055 108

*Hagner, Tom; And Others*
Learning Problems of Adult Basic Education Students: Remediation and Compensations.
**Dover Adult Learning Center, NH.**

SPONS. AGENCY- New Hampshire Charitable Fund, Concord.
PUB DATE- 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Students; Behavior Problems; Check Lists; Cognitive Processes; *Compensatory Education; Definitions; Language Handicaps; *Learning Disabilities; *Learning Strategies; Memory; Program Improvement; Reading Difficulties; *Remedial Instruction; Study Skills; Writing Difficulties

This booklet presents strategies developed by six adult basic education (ABE) staff members for helping students with specific learning problems. The strategies were devised through reading, talking with experts in the field, attending a workshop, and experimenting with modified teaching strategies. The guide addresses 36 specific learning problems grouped under these six headings: reading and language problems; writing problems; mathematics problems; study skills problems; memory problems; and behavior problems. For each problem, suggestions for remediation (ways to overcome and solve the problem) and compensation (ways to work around the problem) are presented. For background information, the guide contains an appendix that includes the federal legal definition of learning disabilities and a definition and checklist on learning disabilities provided by the Association for Children with Learning Disabilities. (KC)

ED 320 043 CG 022 538

*Aseltine, Daniel; Albert, Marcia*
An Overview of California State Polytechnic University, Pomona's "Continuation Group" of Undeclared Majors Conducted during Fall Quarter, 1989.
PUB DATE- 22 Feb 90
NOTE- 11p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (Burlingame, CA, February 28-March 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; College Programs; College Students; *Decision Making; *Group Counseling; Higher Education; *Majors (Students)

This document describes the policies of California State Polytechnic University which severely restrict the number of students who are allowed to enroll as undeclared majors. It explains that only first-time freshmen may enter the university without a major, that transfer students must declare a major upon application, and that undeclared majors are allowed only one academic year in that status before they must declare an academic major or leave the university. It goes on to describe the dilemma of undeclared majors who complete their first year with a grade point average below 2.0, noting that most departments require a minimum of a 2.0 grade point average before a student will be accepted as a change of major. A retention effort for these "negative standing" undeclared majors piloted by the University Advising Centers is described in which selected "negative standing" undeclared majors were allowed to continue at the university beyond their normally-allotted three quarters under the auspices of a controlled group counseling program. Included are a description of the functions of the University Advising Centers, the development of the "Continuation Group" for undeclared majors, impressionistic interpretations of the group, comments from student evaluation of the group project, and a discussion of the coordinators' reactions to the student evaluation. (Author/NB)

ED 320 073 CG 022 568

*French, Laurence*
Post-Traumatic Stress Disorder and Violence.

PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Society of Criminology (Reno, Nevada, November 8-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Behavior Disorders; Drug Abuse; Emotional Disturbances; Epilepsy; *Mental Disorders; *Neurological Impairments; Personality Change; *Psychopathology; Psychosis; Seizures; Vietnam Veterans; Vietnam War; *Violence
IDENTIFIERS- *Organic Personality Syndrome; *Vietnam Post Traumatic Stress Syndrome

This paper is a clinical discussion of post-traumatic stress disorder and violence, particularly as it applies to the Vietnam Post-Traumatic Stress Syndrome. In the first section, the syndrome is described as the sudden onset of explosive rage and unprovoked violence with little or no warning, accompanied by a drastic change in personality. It is noted that, when substance abuse is involved, it is believed that the drug tends to lower the epileptic threshold thereby exacerbating both the onset and intensity of unprovoked rage. The organic aggressive syndrome is described as being associated with certain types of brain lesions, and as possibly originating from prenatal, neonatal, or postnatal factors as well as from brain injury sustained later in life. The diagnostic criteria for the Organic Personality Syndrome are outlined in detail. In the second section, the specific characteristics of the Vietnam Post-Traumatic Stress Syndrome are described. It is stated that, while Vietnam had fewer recorded incidents of acute combat stress than World War II or Korea, it has a far greater legacy of delayed and chronic disorders after the soldiers have returned to civilian life. As victims of their clinical and diagnostic tools clinicians have overlooked the full scope of the Vietnam

Post-Traumatic Stress Syndrome. References are included. (TE)

ED 320 118 CS 010 112

*Pesce, Regina T.*
First Grade Reading Instruction: Current Trends in the Northern Valley Regional District.
PUB DATE- Jun 90
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Educational Trends; Grade 1; Primary Education; *Reading Instruction; *Reading Materials; Reading Material Selection; Reading Teachers; School Surveys; *Teacher Attitudes; Teacher Education; *Teaching Methods; Whole Language Approach
IDENTIFIERS- New Jersey (Bergen County); Teacher Surveys

A study was conducted to determine the current trends in reading materials and methods used to teach first grade students to read in the Northern Valley Region of Bergen County, New Jersey. Twenty-one first grade teachers responded to a survey which consisted of open-ended questions asking about goals and incentives, multiple choice questions on demographics, and questions on the kinds of teaching materials commonly found in primary classrooms. Results indicated a moving away from using the traditional basal and phonics program toward a whole language approach. Another trend is that those who have been teaching less than 10 years are more likely to use a whole language approach, as are teachers with more education. Results also showed that the majority of reading materials and methods are chosen by the teacher and that administrators who get involved in choosing reading materials usually choose basal and phonic programs. The paper concludes with recommendations made to administrators and teachers on the basis of this research. (Seven tables of data are included; the cover letter and survey mailed to teachers are appended; and 18 references are attached.) (MG)

ED 320 194 EA 021 481

*Pawlas, George E.*

Supply and Demand Trends for Elementary School Administrators in South Carolina from 1977 through 2002. An Overview.

PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Assistant Principals; Educational Administration; *Educational Trends; Elementary Education; Employment Patterns; *Labor Market; Labor Supply; Principals; Public Schools; Rural Education; *Supply and Demand; Urban Education
IDENTIFIERS- *Administrator Supply and Demand; *South Carolina

This paper examines the historical supply and demand trends of elementary public school administrators serving students in urban, rural, and mixed school attendance areas in South Carolina from 1977 to 1987. This report projects supply and demand trends for elementary school administrators for the next 15 years from 1988 to 2002. The study is divided into three phases. Phase I findings describe supply and demand findings for administrators, principals, and assistant principals in South Carolina from 1978 to 1987. Phase II findings describe findings for 1988 to 2002. Phase III findings summarize the qualitative data of elementary principals, elementary assistant principals, and elementary teachers in 1987-88, as well as a summary of projected supply and demand for elementary principals and assistant principals as derived from a questionnaire. Overall findings indicate that the supply population of educators certified as public elementary school principals is projected to decline. The supply population will continue to be large enough to fill available demands. Recommendations are provided. (SI)

ED 320 221 EA 021 850

*David, Jane L.; And Others*
State Actions To Restructure Schools: First Steps. Results in Education Series.
**National Governors' Association, Washington, DC. Center for Policy Research.**
REPORT NO.- ISBN-1-55877-101-8
PUB DATE- 90
NOTE- 51p.; For a related document, see EA 021 851.
AVAILABLE FROM- Publications, National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572 ($7.50 prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; *Educational Change; *Educational Innovation; *Educational Policy; Elementary Secondary Education; Governance; School District Autonomy; *School Restructuring

The widening mismatch between the skills of the work force and the skill demands of the work place underlie the need for school restructuring. Fourth in a series, this document builds on and extends the issues discussed in the National Governors' Association's (NGA) previous publications and reports on case studies of early restructuring efforts initiated by five states. The report contains four sections. Section 1 provides an introduction, a definition of restructuring, a description of what states are doing, and a brief overview of the NGA's five-state study. Section 2 describes in detail restructuring initiatives in the five states: Maine, Washington, Massachusetts, Arkansas, and North Carolina. Section 3 focuses on how these states stimulated the restructuring efforts. The fourth section discusses school restructuring in the future within the context of expanding the initiatives mentioned in the second section. (JAM)

ED 320 26ᴊ EA 021 920

*Cohn, Kathleen C.; Cohn, Carl A.*
The Role of Accreditation and Program Quality Review in School Reform in California.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Accrediting Agencies; Credentials; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Evaluators; Institutional Evaluation; School Effectiveness; Self Evaluation (Groups)
IDENTIFIERS- *California

As more public money is spent on educational reform, the issue of school accountability arises more often. California high schools have traditionally participated in an external validation process to gain accreditation from the regional commission, the Western Association of Schools and Colleges (WASC). Schools that receive compensatory funding are evaluated by the State Department of Education's Quality Review Process. Pursuing Excellence, a joint accreditation procedure for public high schools, has recently been established as part of the reform effort. The criteria of both agencies, WASC and the State Department of Education, are combined. Each agency maintains separate but mutually supportive criteria, and features a single visit to the school by one team instead of two separate visits by the state and the WASC commission. The joint process has three parts: the self-study (internal validation); the visit (external validation); and the followup. The effectiveness of the joint process depends upon maintaining a balance between external and internal validation measures. Unless an external and internal evaluation system based on a variety of assessment procedures is established, the results of California's school reforms will remain difficult to assess. (4 references) (LMI)

ED 319 934 CE 054 885

*Campbell, M. Donald*
Building Participation through Market Research. The Guide Series in Continuing Education.
Illinois Univ., Urbana. Office of Continuing Education and Public Services.
REPORT NO.- ISBN-1-877847-04-6
PUB DATE- 90
NOTE- 51p.

AVAILABLE FROM- Office of Continuing Education and Public Services, University of Illinois, University Inn, Suite 202, 302 John St., Champaign, IL 61820 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Continuing Education; *Course Content; Delphi Technique; Interviews; *Marketing; Nominal Group Technique; Professional Development; *Program Development; Research Methodology; *Student Recruitment; Surveys
IDENTIFIERS- Focus Groups Approach; *Market Research

Market research, important for professional renewal, is a critical part of continuing education program planning. It includes attention to learning needs and learner motivation to participate in continuing education. Informal market research makes use of internal sources, such as enrollment data, program evaluations, policy statements, and staff members and volunteers; and external sources, such as other program providers, professional development activities, and market research literature. Formal market research with individuals includes surveys, the Delphi technique, face-to-face interviews, and telephone interviews. Group research techniques include the nominal group and the focus group. Philosophy of education, personal preferences, and the work environment influence market research. The steps in executing market research are as follows: (1) decide what to research; (2) consider the resources available; (3) determine the best time to do research; (4) choose a market research approach; (5) recruit people to help; (6) develop a preliminary plan for the research; (7) develop a budget; (8) plan how to use the data; (9) collect and analyze the data; and (10) use the data to make decisions. (Thirteen references and 33 annotated resources for further study are listed, including 3 in marketing, 4 in market research in continuing education, 19 in market research methods, and 7 in research skills.) (CML)

ED 319 973 CE 054 952

Beginning Teacher Handbook. Occupational Specialist I, II, III.
Indiana State Univ., Terre Haute. School of Technology.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 90
NOTE- 43p.; For related handbooks, see CE 054 953-954.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Beginning Teacher Induction; *Beginning Teachers; Certification; Credentials; *Educational Certificates; Mentors; Portfolios (Background Materials); *Professional Development; *State Licensing Boards; Teacher Qualifications; Vocational Directors; *Vocational Education Teachers
IDENTIFIERS- *Indiana; Occupational Specialists

This handbook is designed to familiarize the beginning secondary vocational teacher with the legal requirements and guidelines for the Indiana assistantship program for vocational teacher licensing and to assist that teacher in satisfactorily completing the assistantship. The handbook includes a discussion of the features of the occupational specialist certificate; an outline of requirements for the certificate; an overview of the beginning teacher assistantship program; a list of the expectations and responsibilities of the vocational administrator, the university representative, the mentor (an outstanding experienced teacher who provides assistance and support but who does not evaluate the beginning teacher), and the beginning teacher; and the standards for the occupational specialist certificate. Appendices provide a checklist of the certification requirements, Indiana state certification rules, criteria for selecting mentors, a beginning teacher assistantship inventory, observation record forms, sample discussion items for meetings between beginning teachers and mentors, a list of the most frequently perceived problems of beginning teachers, and a form for requesting evaluation of credentials for occupational specialist certification. (CML)

ED 320 029                    CE 055 217

*Taylor, Mark*
Residential Wiring.
**Mid-America Vocational Curriculum Consortium, Stillwater, Okla.**
PUB DATE- 88
NOTE- 259p.; For related documents, see CE 054 849-850. Revised by Don Blasingame and Gary Flowers; edited by Jane Huston.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 100772: $11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blueprints; *Building Trades; Competency Based Education; Educational Objectives; *Electrical Occupations; *Electrical Systems; *Electricity; *Housing Industry; Occupational Information; Postsecondary Education; Trade and Industrial Education; Troubleshooting
IDENTIFIERS- *Residential Wiring

The second in a series of three curriculum packages on wiring, these materials for a five-unit course were developed to prepare postsecondary students for entry-level employment in the residential wiring trade. The five units are: (1) blueprint reading and load calculations; (2) rough-in; (3) service; (4) trim out and troubleshooting; and (5) load center changes. The first section is designed to show teachers how to use the materials and includes an explanation of instructional elements; an instructional and task analysis for each unit; a list of tools, equipment, and materials; a glossary; and a list of 14 references. The instructional elements for the units include objectives, suggested activities, handouts, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include diagrams and line drawings. (CML)

ED 320 103                                    CS 010 076

*McCarthy, William G., Ed.; And Others*
Whole Language Learning for Elementary School Teachers, Children, and Parents.
**Indiana State Univ., Terre Haute. Curriculum Research and Development Center.**
PUB DATE- Dec 89
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Beginning Reading; Class Activities; Classroom Techniques; Elementary Education; *Learning Activities; Music Activities; *Reading Instruction; *Reading Writing Relationship; Self Esteem; Student Evaluation; Teaching Methods; *Whole Language Approach; *Writing Instruction

The purpose of this booklet is to disseminate theoretical ideas and practical strategies concerning whole language so that learning for children and practice for teaching may be enlightened and improved. Chapters include: "Whole Language Learning" (William McCarthy and Alicia Sutton); "Planning the Program and Organizing the Classroom" (Marilyn Brummett and others); "Whole Language Learning through Theme Building: Self Concept Enhancement and Building of Self Esteem" (Caroline Cass); "Motivating the Emerging Writer" (Deborah Flurkey); "Music and Language, Partners in Communication" (Jane Conner and William McCarthy); "The Highlighting of Context as a Powerful Strategy for Beginning Readers and Beginning Teachers" (Sharon Andrews and Carol Turner); "Reading and Publishing Books" (Marilyn Brummett); "The Writing and Reading Connection in the Intermediate Classroom" (Patricia Gannon Smith); and "Evaluation and Record Keeping in Primary and Intermediate Grades" (Deborah Flurkey and Patricia Gannon Smith). Appendixes include "Suggested Children's Novels" (Patricia Gannon Smith) and a 25-item bibliography. (RS)

ED 320 133 CS 010 132

*Fitzgerald, Jill; And Others*
The Relationship between Parental Literacy Level and Perceptions of Emergent Literacy.
PUB DATE- Nov 89
NOTE- 43p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Environment; Interviews; Kindergarten; Likert Scales; *Literacy; Multivariate Analysis; Parent Attitudes; *Parent Influence; *Parent Role; Preschool Children; Reading Research;

Reading Skills
IDENTIFIERS- *Emergent Literacy; *Literacy Events; Parent Expectations

A study examined parental perceptions of young children's literacy development and explored the relationship between parental literacy level and perceptions of the importance of literacy artifacts and events/experiences in preschoolers' literacy development. Subjects, 108 parents of beginning kindergartners, were interviewed and given a test of literacy level. Statistical as well as interpretive analyses were used. Results indicated that parents were very positive about the notion that literacy learning can begin during the preschool years. There was, however, a significant negative relationship between parental literacy level and perceptions of the importance of literacy artifacts and events; parents with lower literacy levels thought literacy artifacts and events were even more important than did parents with higher literacy levels. Low-literacy and high-literacy parents tended to have different perceptions of what is important for early literacy development. (Five Tables of data and one figure are included.) (Author/MG)

ED 320 149 CS 212 371

*Mayo, Wendell, Jr.*
Teaching Composition and the Creative Writing Workshop.
PUB DATE- 4 May 90
NOTE- 9p.; Paper presented at the Biannual Conference "Challenge 1990: The Teaching of Undergraduate Writing" sponsored by the Composition Committee of Ohio State University (Columbus, OH, May 4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Juniors; Higher Education; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- Author Text Relationship; *Collaborative Writing; *Writing Groups; Writing Models

A study was conducted to make students aware of the issue of self, society, and authority in their writing, and to discover which aspects of the writing workshop method are productive and which are not relative to student perceptions of their authority as writers.

A university-required junior level composition course was designed in which students wrote two five-page papers, several shorter response papers, and read fiction and non-fiction. The final examination for the course was a three-part essay question which asked students to (1) describe aspects of the workshop which made them feel like "displaced persons"; (2) discuss aspects of the workshop which made them feel connected to a community; and (3) explain how they felt about being placed in or displaced from the workshop. All students seemed to share the same problem--the presence of a multiplicity of voices competing in their writing. Because students had collaborative alternatives to the workshop, they were very positive about three aspects of it: they felt empowered as readers and responders to the texts of their peers; they felt connected to the workshop when their responses centered on the last stages of revision; and, they felt good about sharing their work in the workshops. The writing workshop seems to make the most sense in the reentry phase, a place for students to publish, share, and polish their work, but not to create or shape writing and not to negotiate authority. (MG)

ED 320 164 CS 212 394

*Puccio, Paul M.*

# Teaching the Literature of Lesbian and Gay Experience: An Assimilationist View.

PUB DATE- 19 Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *English Literature; Higher Education; *Homosexuality; *Sex Role; *Social Bias; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Homosexual Literature

The increased visibility of lesbian and gay texts can be considered analogous to and preparatory to the increasing visibility of lesbian and gay people. Students who read about and discuss homosexuality may produce writings which reflect resistance to subject matter but also sensitivity to the relationships which the works studied described. Both the selection and arrangement of texts construct a reality which students experience and contemplate. As such, teachers must ask themselves what kind of world they are creating. To construct a reality which represents the diversity of the culture, instructors must include representations of gay and lesbian life. The choice of texts will influence the nature of student responses to lesbians and gay men. An assimilationist approach (which suggests that homosexuals are "just like" the reader) will only highlight the ordinariness (hetereosexualness) of the homosexual, while the goal should be to celebrate the diversity of the differing lifestyle. (SG)

ED 320 179                                                    CS 507 184

*Pavitt, Charles*
Instructional Implications of the Social Cognitive Process in Small Discussion Groups.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (81st, Philadelphia, PA, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discussion Groups; Evaluative Thinking; Higher Education; Inferences; Intuition; *Models; Organizational Communication; *Participative Decision Making; *Problem Solving
IDENTIFIERS- Group Attitudes; *Group Theory; *Small Group Communication

One of the most valuable skills in group decision making is the ability to make trustworthy judgments about group performance. It follows from the "inferential model" of social cognition (Pavitt, 1989; Pavitt & Hight, 1986), that there are three types of judgments relevant to the group context: (1) behavioral (what the group did); (2) dispositional (what kind of group it is); and (3) evaluative (how good the group is). People rely most heavily on evaluative judgments, because they serve as intuitively satisfying explanations for evaluative judgments while each provides a shorthand for a large quantity of behavioral judgments. However, behavioral judgments are the basis for dispositional and evaluative judgments, and it is at the level of behavioral judgments that recommendations for improving the group's performance can best be provided. Thus, curriculum in small group discussion (along with other performance areas in communication) should encourage students to become more aware of the behaviors their group performs along with the dispositional and evaluative judgments they more naturally make. (Author)

ED 320 250 EA 021 901

Picus, Lawrence O.
School District Planning and Accountability: The Role of State Fiscal Reporting Systems.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Annual Reports; Databases; Data Collection; Elementary Secondary Education; *Planning; *School Districts; *State Departments of Education
IDENTIFIERS- *California; *Financial Reports

Each year, school districts in every state are required to file various financial reporting forms with their state education agency. Although these documents are often viewed more as a nuisance than a useful planning tool, they represent a wealth of information rarely exploited to full advantage by state or local policy makers. The research summarized here attempted to determine what interest, if any, local school districts have in generated fiscal data comparisons and how they would use that information for planning purposes. Policy Analysis for California Education (PACE) interviewed 151 officials in 46 local school districts and county education offices in California. The district sample was designed to reflect the size and geographic and socioeconomic diversity of California's school districts and the views of both experienced and inexperienced school managers. The survey found considerable support for a statewide fiscal database. Desired database criteria included: (1) established reporting deadlines for local school districts; (2) timely information processing and reporting by the state agency; (3) accuracy of database information; and (4) a system that is flexible, state-funded, well documented, and easy to use. Respondents also showed interest in certain data comparisons involving pupil transportation, maintenance and operations, food services, special education, and other data categories. Observations and conclusions concerning system design, data displays, and local concerns are summarized. (Seven references) (MLH)

ED 320 280 EA 021 944

*Powell, Randy*
Superintendents: The Key Influence Agents.
**Oregon School Study Council, Eugene.**
PUB DATE- 90
NOTE- 8p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Effectiveness; *Change Agents; *Educational Change; Elementary Secondary Education; *Influences; *Superintendents
IDENTIFIERS- *Oregon

By the nature of their positions in schools, administrators are either influence agents or targets. Based on personal interviews with 140 Oregon administrators and a survey of 319 administrators around the state, this article highlights administrators' comments about their administrative influence and about constraints on their influence. Superintendents perceived themselves as the key influence agents within their school districts. On a scale of 1 (low) to 5 (high), superintendents' average administrative influence score was 4.5, whereas principals' and other administrators' scores were in the 3.8 to 3.7 range. The answers of principals and other administrators suggest they did not perceive themselves as the key influence agent, but rather a potential agent or target of the superintendent. While some superintendents mentioned no constraints, others mentioned problems with collective bargaining, legal authority, nepotism, negative policies and inbred structure, and slow decision-making processes. Principals desired more influence on district decisions and less interference from central office demands. Superintendents attributed district constraints to lack of staff support and cooperation, whereas principals and vice principals attributed constraints to lack of support from central office personnel who do not understand their individual school building problems and personal biases. Active, honest, and regular communication among all administrators could improve this situation. (MLH)

ED 319 920 CE 054 862

*De los Santos, Saturnino; Norland, Emmalou Van Tilburg*
Use of Bennett's Hierarchical Model in the Evaluation of the Extension Education Program for Cacao Farmers in the Northeast Region of the Dominican Republic. Summary of Research 54.
**Ohio State Univ., Columbus. Dept. of Agricultural Education.**
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Farmer Education; Adult Students; Agricultural Production; Agriculture; Evaluation Methods; *Extension Education; *Farmers; Farm Management; Field Crops; Models; *Program Effectiveness; *Program Evaluation; *Student Attitudes
IDENTIFIERS- Bennett Hierarchical Model; Cacao Farmers; *Dominican Republic

A study evaluated the cacao farmer training program in the Dominican Republic by testing hypothesized relationships among reactions, knowledge and skills, attitudes, aspirations, and some selected demographic characteristics of farmers who attended programs. Bennett's hierarchical model of program evaluation was used as the framework of the study. Target population consisted of 510 male regional cacao farmers. A sample of 200 farmers was selected, and 160 completed interviews by researchers. The study found that most farmers had participated in the program one or two times, almost all had favorable reactions to it and high perceptions of knowledge and skills gained, as well as high intentions to apply knowledge and skills. The study also found that older farmers had a more negative attitude toward information given, whereas a small positive correlation was found between favorable reaction to the program and perception of skills gained. The study concluded that Bennett's model was a coherent framework for this type of research and that the study course should continue with modifications designed to facilitate high involvement of course participants. (27 references) (KC)

ED 320 235 EA 021 872

*Chapman, Arthur*
Partnership in Management Training: School and University.
**National Development Centre for School Management Training, Bristol (England).**

PUB DATE- Dec 86
NOTE- 45p.
AVAILABLE FROM- National Development Center for School Management Training, 35 Berkeley Square, Bristol, BS8 1JA, United Kingdom.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Elementary Secondary Education; *Foreign Countries; *Industry; *Inservice Teacher Education; *Management Development; *School Business Relationship; Teacher Workshops
IDENTIFIERS- *Great Britain

Industrial involvement in school management training programs has been characterized by increasing cooperation. This report of management development programs for head teachers describes the successful types of collaboration between education and industry and applies those experiences to future training programs. Interviews with participants in 10 training programs provide the methodological framework. The context, initiative, content, and outcome of each program is discussed in a case-study analysis. A discussion section identifies four roles in school management training: local education authority; providers; industry contributors; and participants. Each role is examined with regard to design, event, and followup strategies. Recommendations for improving the effectiveness of each role are offered. Appendices include a structured interview guide; education-industry training links; and addresses of Understanding British Industry (UBI) and other central industrial organizations. (LMI)

ED 320 281 EA 021 945

*Hurley, J. Casey*
The Organizational Socialization of High School Principals: A Description and Analysis.
PUB DATE- Feb 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; High Schools; *Instructional Leadership; Leadership Responsibility; Leadership Training; Peer Influence; Personnel Selection; *Principals; Role Perception; *Socialization

An exploration of the process by which newly hired high school principals learn instructional leadership roles is presented in this paper, which focuses on the effect of faculty and superintendent expectations on principals' leadership behavior. A triangularized methodology includes indepth interviews with new principals, (n=28) from a midwestern state, observation, and document analysis. The findings indicate that both supervisors and teachers influence principals' instructional leadership behavior. A second conclusion is that principals receive strong, consistent messages to become involved with student personnel issues. Third, teachers limit principals' power in areas of curriculum development and staff personnel issues. Finally, selection interviews convey powerful messages to principals about job expectations. Suggestions for improving the new principals' socialization process include: (1) identification of school needs and evaluation of the principal's role prior to the selection process; (2) involvement of teachers in the development of the selection process; and (3) the creation of a principal socialization committee after selection. District norms and expectations often do not promote instructional leadership in the areas of staff personnel functions. The organizational socialization of principals must be balanced, unambiguous, and explicit. (23 references) (LMI)

ED 320 296 EA 021 971

*Waite, Duncan*
Instructional Supervisor as Cultural Guide.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; Elementary Secondary Education; *Ethnography; Social Influences; *Socialization; Student Teacher Supervisors; *Supervision; *Supervisors; Supervisory Methods; Supervisory Training; Teacher Supervision

An ethnographic or anthropological perspective is useful for the reexamination of the assumptions and taken-for-granted nature of the practice of supervision. An indepth survey of literature on supervisors illustrates supervisory roles and the existence of a separate "supervisor culture". Specifically, the relationship between novice teachers and supervisors is viewed as an interactive socialization process. Application of an ethnographic viewpoint aids in understanding the supervisory enculturation process and shows how underlying cultural aspects of thought and behavior affect the practice of supervision. (26 references) (LMI)

ED 320 312 EC 231 119

*Hughes, Carolyn; Rusch, Frank R.*
Teaching Supported Employees with Severe Mental Retardation To Solve Problems.
PUB DATE- 89
NOTE- 26p.
AVAILABLE FROM- Carolyn Hughes, Transition Institute at Illinois, College of Education, 1310 South Sixth Street, University of Illinois, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Case Studies; Cognitive Processes; Generalization; Instructional Effectiveness; *Job Training; *Problem Solving; *Severe Mental Retardation; *Supported Employment; *Training Methods
IDENTIFIERS- *Multiple Exemplar Training; *Self Verbalization

Two adults (ages 37 and 57) with severe mental retardation in a supported employment setting (a janatorial supply company) were taught to use self-instruction in combination with multiple exemplar training to solve work-related problems. The combined strategy resulted in generalization to nontrained problems.The use of the strategy to promote independent performance among supported employees is discussed. (Author/DB)

ED 320 326                    EC 231 134

*Rennert, Sharon; And Others*
AIDS and Persons with Developmental Disabilities: The Legal Perspective.
**American Bar Association, Chicago, IL. Commission on the Mentally Retarded.; Center on Children and the Law, Washington, DC.**
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 89
NOTE- 118p.
GRANT- 90-DD-0146
AVAILABLE FROM- American Bar Association, Commission on the Mentally Disabled, 1800 M St., N.W., Washington, DC 20036 ($15.00 plus $3.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Civil Rights; Confidentiality; Court Litigation; *Developmental Disabilities; Elementary Secondary Education; *Federal Legislation; Federal Programs; Legal Problems; *Legal Responsibility; *Medical Services; *Social Discrimination; State Legislation

This report provides lawyers and service providers with legal information and analysis about issues affecting persons with developmental disabilities and Acquired Immune Deficiency Syndrome (AIDS). The report reviews relevant medical facts, discusses federal and state laws which define the rights and responsibilities of disabled individuals and service providers, explains how these laws apply to persons with Human Immunodeficiency Virus (HIV) infection, and provides information for rational policymaking. The report offers a detailed review of five major areas of the law: antidiscrimination, HIV testing and medical treatment, confidentiality and provider liability, isolation and involuntary civil commitment, and federal benefit and entitlement programs. These areas are discussed in relation to topics such as housing and residential facilities, health care, child welfare services, day care and education, vocational training, and employment. Within the chapters, sections summarize the legal rules or principles, analyze major statutes and legal principles, and pose a series of questions

and provide answers applying the laws to practical situations. A glossary and approximately 250 references are included. (JDD)

ED 320 341 EC 231 150

*Hall, Suzanne E., Ed.; Garvey, Geri M., Ed.*
Directory of Catholic Special Educational Programs and Facilities, 1989.
**National Catholic Educational Association, Washington, D.C.**
REPORT NO.- ISBN-1-55833-012-7
PUB DATE- 89
NOTE- 101p.
AVAILABLE FROM- National Catholic Educational Association, 1077 30th St., N.W., Suite 100, Washington, DC 20008-3852 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Catholic Schools; Day Schools; *Disabilities; Elementary Secondary Education; Group Homes; Private Education; Residential Schools; *Special Education; *Special Programs; *Special Schools; Vocational Education

The directory provides listings of Catholic school programs and facilities for special students, using information gathered from surveys sent to diocesan offices, Catholic Charities offices, and school offices. The listings are arranged alphabetically by state and then diocese. For each listing, the following information is supplied: name, address, and telephone number; type of facility (residential, day school, group home, or vocational work training); gender served; exceptionalities served; administration; purpose; admission policies; enrollment; and special services. Indices provide access to directory information regarding residential facilities; day schools; group homes; vocational training programs; and programs/facilities serving the mentally retarded/developmentally disabled, the learning disabled, the emotionally and/or socially maladjusted, the hearing impaired, the speech impaired, and the vision impaired. (JDD)

ED 320 356 EC 231 165

*Greenwood, Reed; And Others*

Rehab Mark. Participant's Workbook.

**Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.**

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 88
NOTE- 179p.; For a related document, see EC 231 166.
GRANT- G0083C0010; H129R80006
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Department, P.O. Box 1358, Hot Springs, AR 71902 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Adult Vocational Education; *Business; Cooperative Programs; Corporate Support; *Disabilities; Employer Attitudes; Employers; *Employment Programs; Employment Services; *Job Development; Job Placement; *Marketing; Program Development; Supported Employment; Training; *Vocational Rehabilitation

This manual is the employer-focused component workbook of a vocational rehabilitation program. Goals of the RehabMark approach include increased exposure of the rehabilitation agency in the local community, expanded contributions by the agency to community members, and services benefiting numerous clients simultaneously. The first half of the workbook emphasizes the development of employers as account members, including targeting, preapproach activities, and means to foster client confidence. The latter half focuses on employer relations, including cost issues, organizational issues, and handling objections. Self-evaluation checklists, vocabulary to use (and avoid), and guidelines for simulation activities are included. Includes five references. (PB)

ED 320 371 EC 231 185

*White, Patience, Ed.*
Future Directions of Pediatric Rheumatology: A Consensus Conference (Arlington, VA, January 23-25, 1988).
**George Washington Univ. Medical Center, Washington, D.C.**
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Dec 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; Child Health; *Chronic Illness; Database Design; Data Collection; Elementary Secondary Education; Family Involvement; Federal Legislation; Financial Support; Health Care Costs; *Health Services; Information Networks; *Medical Services; *Pediatrics; Preschool Education; Professional Education; Research Needs; *Social Services
IDENTIFIERS- *Rheumatology

This report of a consensus conference on pediatric rheumatology deals with the complex nature of rheumatological conditions of children, which require diagnostic, therapeutic, and follow-up services for comprehensive care and demand the cooperation of medical, health, education, mental health, and social service professionals. Conference recommendations are presented in the areas of: networking; research; team care financing; community-based family-centered care; legislative advocacy; data collection and database development; and training for physicians, allied health professionals, and patients. The report includes a form for collecting data about pediatric rheumatology patients for a computerized database; and guidelines for pediatric rheumatology fellowship programs, prepared by Deborah Welt Kredich and approved by the Executive Council of the Pediatric Rheumatology Section of the American Academy of Pediatrics. Closing comments are provided by Susan Hurwitch and Frank Donivan. (JDD)

ED 320 386 EC 231 200

*Fogel, Nancy S.*

The Effectiveness of CAI Designed for the Hearing-Impaired.

**American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual International Meeting of the Association for the Development of Computer-Based Instructional Systems (30th, Philadelphia, PA, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Sign Language; Autoinstructional Aids; Comparative Analysis; *Computer Assisted Instruction; *Courseware; *English Instruction; Grammar; *Hearing Impairments; High Schools; Interactive Video; *Nonverbal Communication; Syntax; Visual Literacy
IDENTIFIERS- *Iconic Representation

Two pilot studies probed effectiveness of linguistically controlled, highly visual computer-assisted instruction (CAI) for English grammar instruction with hearing-impaired high school students (N=29 in the first study and N=71 in the second). Results from the first study suggested that state-of-the-art CAI designed specifically for use with this population improved students' ability to use articles with count nouns. The second study focused on use of icons to teach English syntax by symbolizing the essence of either a negative or an interrogative syntactical structure and asking students to rank icons implying "negation" or "interrogation." Those exposed to American Sign Language (ASL) selected icons reflecting facial expressions of a native ASL speaker, while those who communicated orally selected universal symbols found in English texts. (PB)

FL

ED 320 401 FL 018 479

*Denison, N.*
Twixt the Scylla of Total Assimilation and the Charybdis of Suicidal Purism.
PUB DATE- 88
NOTE- 14p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diglossia; Foreign Countries; *German; *Language Maintenance; Language Planning; *Language Role; Linguistic Theory; Minority Groups; *Multilingualism; Syntax
IDENTIFIERS- *Italy (Sauris); Orthography

A discussion of the preservation of minority group languages, especially when the group is very small, in a pluriglossic community focuses on the situation of German in Sauris, Italy. The arguments commonly advanced against total linguistic assimilation into the majority language group are examined. Implications in support of minority language rescue and preservation are then discussed. The following arguments are investigated: (1) minority languages are needed for communication; (2) pluriglosssia, and even multilingualism should be preserved for intellectual flexibility; (3) minority group distancing, even violence, will result from attempts at assimilation; (4) the affective needs of the minority language group will be unmet if the language is not preserved; and (5) language must not change. Assuming that language conservation is chosen, based on these arguments, the linguistic and planning consequences for Sauris German are examined. Considerations regarding codification and education in the minority language are discussed, with specific examples of orthography, syntax, and lexis in Sauris German used for illustration. (MSE)

ED 320 417 FL 018 495

*Ure, Jean*
Mediating Skills in the Development of a Multilingual Society: Perspectives for Britain.
PUB DATE- 88
NOTE- 15p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Pluralism; Foreign Countries; *Intercultural Communication; *Interpersonal Competence; Language Research; Linguistic Theory; *Multilingualism
IDENTIFIERS- *Great Britain

The language behavior adaptations used by individuals and groups in a multilingual insider-outsider encounter to promote interaction are discussed. Forms of letting-in, asking-in, and withholding entry devices are examined in a variety of multilingual situations involving British and Ghanaian, West Indian, and Asian interlocutors. Letting-in and asking-in behaviors include the following: paralinguistic gestures; interjections; insertions in the text marked by a partial or complete break in coherence or cohesion; inserted repetition, paraphrase, or translation; language mixing; and pauses. Withholding entry is more difficult to identify, but includes manipulation of cohesive devices. Letting-in devices used by children in school situations are used as illustration. It is concluded that while letting-in devices may occur at any time and in any situation, careful tracking and use of these devices is essential in certain situations where there is reciprocity between participants, to facilitate development of cognitive skills in learners. (MSE)

ED 320 432                                    FL 018 594

*Kobayashi, Toshihiko*
A Study of Comprehensibility of Native and Non-Native Varieties of English.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; College Students; Comparative Analysis; Contrastive Linguistics; English; *English (Second Language); Higher Education; Japanese; *Language Variation; *Listening Comprehension; *Native Speakers; *Regional Dialects; *Sex Differences; Uncommonly Taught Languages
IDENTIFIERS- *Hawaii

This study examines the comprehensibility of Chinese, Japanese, and Hawaiian English by listeners whose native languages are Cantonese, Mandarin Chinese, Japanese, and Hawaiian English. The subjects, 30 college students, were grouped according to whether they listened to male or female speakers. Results show native speakers are better at comprehending all varieties of English, native or non-native, than Chinese and Japanese speakers. However, native English is not always more comprehensible than non-native English to non-native listeners. The subjective reactions reveal that the subjects who listen to male speakers give the worst score in listening to the speaker they judge most difficult to comprehend, but the same is not true of those who listen to female speakers. It was also found that the subjects identify their own native language speakers more readily than the speakers of other native languages, and that native English is as identifiable as their own English. Some pedagogical implications are discussed. (Author/MSE)

ED 320 447 FL 018 658

*Berney, Tomi D.; Plotkin, Donna*
Bilingual Academic Computer and Technology Oriented Program: Project COM-TECH. Evaluation Section Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 29p.
GRANT- G008525023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Computer Literacy; Cultural Awareness; *English (Second Language); Evaluation Methods; Federal Programs; Haitian Creole; High Schools; *Limited English Speaking; Native Language Instruction; *Program Evaluation; *Second Language Learning; Spanish Speaking; Staff Development
IDENTIFIERS- Content Area Teaching; *Project COM TECH NY

Project COM-TECH offered bilingual individualized instruction, using an enrichment approach, to Spanish- and Haitian Creole-speaking students with varying levels of English and native language proficiency and academic preparation. The program provided supplementary instruction in English as a Second Language (ESL); Native Language Arts (NLA); and bilingual mathematics, science, and social studies to 344 students at Bushwick High School in Brooklyn (New York City) and Louis D. Brandeis High School in Manhattan (New York City). Project COM-TECH provided a resource center at both high schools, where the staff offered individualized computer instruction, tutoring, career and college advisement, and personal counseling and academic advising. The project's main goals were for limited-English-proficient students to acquire optimal English skills, native-language proficiency, and an appreciation of their cultural heritage. The project met its objective in ESL and attendance. Data was not provided for evaluating the objectives in NLA, cultural awareness, attitude towards school, and staff awareness of pupil needs and problems. The project failed to meet its staff development and parental involvement objectives. (GLR)

ED 320 461 FL 800 168

*Finsterbusch, Marty; And Others*
Reaching and Serving Diverse Constituencies in Adult Literacy Education: Summary of Remarks Made at the State Literacy Initiatives Exchange Conference (Harrisburg, PA, April 2, 1990).
PUB DATE- 2 Apr 90
NOTE- 15p.; The second paper will not reproduce well due to dot-matrix type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; *English (Second Language); Illiteracy; Instructional Materials; *Literacy Education; *Newspapers; *Outreach Programs; Program Implementation; Second Language Instruction; Second Language Learning; *Student Participation; Volunteers
IDENTIFIERS- Correctional Education Association

Conference presentations of four individuals are included. The first presentation, by a new reader (Marty Finsterbusch), discusses the diversity of the illiterate population and urges new readers to become actively involved in the instruction and administration of literacy programs. Advantages include improved recruitment, improved communication with students, and improved input for program design and implementation. "Who We Are, What We Do and Where We Need to Go" (Stephen J. Steurer), is a detailed outline of an oral presentation that provides statistics on the corrections system and outlines the successes, problems, and issues faced by the correctional education system. Elements needed for improved cooperation of staff and inmates are noted, including more programs and planning, better publicity, federal initiatives, and better use of existing resources. The role of the Correctional Education Association and of the general public is highlighted. "Literacy for Second Language Learners" (JoAnn Crandall) describes the population of students developing literacy in English as a Second Language and outlines issues in program planning such as degree of literacy, native language literacy, choice of language for literacy, and program type. "The Role of Newspapers in Literacy Education: The Experiences of Rio Grande Valley" (Jack C. Hatfield) shares one

region's experiences with grass-roots efforts to deal with a local illiteracy problem. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 475 HE 023 557

Stimulating Investment in Research and Development. Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred First Congress, First Session.

**Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.**

PUB DATE- 18 May 89
NOTE- 342p.; Small print in portions of document will affect legibility.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Government Role; Hearings; Higher Education; *Policy Formation; Public Policy; *Research and Development; Research Needs; *Scientific Research; *Taxes; *Tax Rates
IDENTIFIERS- Congress 101st

Views on ways the U.S. tax code might be used to stimulate investment in research and development were presented at this hearing. Witnesses represented industry and universities and included experts on how tax policy impacts scientific research and development. The document contains testimonies and supporting documentation from the following persons: Judith S. Liebman, Vice Chancellor for Research and Dean of the Graduate School, University of Illinois at Urbana-Champaign, Illinois; Jules B. Lapidus, Director, Council of Graduate Schools, Washington, D.C.; Jerry D. Caulder, President, Mycogen Corporation, San Diego, California; John M. Swihart, President, National Center for Advanced Technologies, Washington, D.C.; Bill N. Poulos, Government Affairs Office, Apple Computer, Inc., Washington, D.C.; Robert Z. Lawrence, Senior Fellow in Economics, Brookings Institution, Washington, D.C.; Robert Eisner, Professor of Economics, Northwestern University, Evanston, Illinois; E. Allen Womack, Jr., Vice President of Research and Development Division, Babcock & Wilcox, Alliance, Ohio; and Stuart E. Eizenstat, Counsel to the Council on Competitiveness and the Council on Research and Technology, Washington, D.C. An appendix contains a copy of two parts of a publication of the Aerospace Industries Association of America titled "Key Technologies for the 1990s." The publication is an industry study of high-leverage, enabling aerospace technologies and includes four "roadmaps" or procedural guidelines to attain them. (DB)

ED 320 489 HE 023 572

Biomedical and Behavioral Research Scientists: Their Training and Supply. Volume 1: Findings.

National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.

SPONS. AGENCY- National Academy of Sciences, Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.

PUB DATE- 89

NOTE- 130p.; For related documents, see HE 023 573-574.

CONTRACT- N01-OD-2109

AVAILABLE FROM- Studies Section, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, NW--Room GR 402, Washington, DC 20418.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Awards; *Behavioral Sciences; *Biomedicine; Doctoral Degrees; Educational Assessment; *Employment Patterns; Higher Education; Labor Market; *Learning Processes; Professional Training; *Researchers; Scholarship

IDENTIFIERS- *National Research Services Awards

This is the first of three volumes which presents the Committee on Biomedical and Behavioral Research Personnel's examination of the educational process that leads to doctoral degrees in biomedical and behavioral science (and to postdoctoral study in some cases) and the role of the National Research Service Awards (NRSA) training programs in it. Volume 1 of the Committee's report looks at (1) the role of NRSA programs in the education pipeline, including the historical trends, NRSA program structures, and a statistical overview of NRSA training programs; (2) the current market for biomedical and behavioral scientists and the recent trends in the labor market for each; (3) the future labor market for biomedical and behavioral research personnel; (4) measuring the effectiveness of NRSA training programs; and (5) the recommendations for research in testing a research training program's performance in enriching research careers and increasing the volume and quality of their output. An appendix contains an examination of the emerging biotechnology industry, data needs for program evaluation, and 24 tables summarizing employment trends. (GLR)

ED 320 503 HE 023 594

*Ridley, Dennis R.; Bates, Douglas C.*
International Studies Survey: Report of Results for State-supported and Independent Institutions of Higher Education in the Commonwealth of Virginia.
**Virginia State Council of Higher Education, Richmond.**
PUB DATE- Jun 90
NOTE- 24p.; Survey commissioned by the General Professional Advisory Committee.
AVAILABLE FROM- State Council of Higher Education in Virginia, 9th Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Colleges; College Students; *Curriculum; Financial Support; Higher Education; *Institutional Research; *International Education; *International Studies; Organizational Effectiveness; State Surveys; Universities
IDENTIFIERS- *Virginia

This report presents the results of the International Studies Survey of state-supported and independent institutions of higher education in Virginia designed to establish the state of international studies programs, and explore related issues among the various colleges and universities in Virginia. A secondary goal was to make this information available to the concerned institutions in published form. The survey consisted of seven parts: (1) Background Information, (2) International Studies Curricular Offerings, (3) Faculty Involvement in International Curricular Requirements, (4) Student Involvement in International Studies, (5) Curricular Requirements, (6) Organization and Collaborative Networks, (7) Funding. Copies of the survey were sent to 81 sites, of which 73 replied for a response rate of 90%. The results are presented in tabular form with commentary provided in a separate section. The various institutions are broken down into five types and the conclusions drawn from the data are expressed as they apply to each type. A copy of the survey is appended. (GLR)

ED 320 518 HE 023 612

Salaries Scheduled for Higher Education Faculty, 1987-88.
**National Education Association, Washington, D.C. Research Div.**
PUB DATE- Jan 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Educational Policy; Higher Education; Public Colleges; Public Education; *Salaries; Teacher Qualifications; *Teacher Salaries; Two Year Colleges

The report presents results of the annual College and University Faculty Salary Policies Survey which was sent to the 1,519 public institutions of higher education in the 50 states and the District of Columbia. A total of 821 public institutions responded; 616 were two-year institutions and 205 were four-year institutions. The report's eight tables provide information on minimum and maximum faculty salaries scheduled to be paid for each rank and/or preparation level. A section of survey highlights notes that slightly more than two-thirds of two-year institutions base their salary schedules on academic preparation and nearly one-third on faculty rank. For four-year institutions, more than 99 percent base their salary schedules on faculty rank. JDD)

ED 320 532 IR 014 435

*Jermanovich, Trudy*

Using Computer Technology To Enhance Middle School Science.

PUB DATE- 89
NOTE- 132p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Networks; Computer Software; Junior High Schools; *Laboratories; Microcomputers; Middle Schools; Optical Disks; *Science Instruction; *Student Evaluation

This practicum was designed to encourage middle school science teachers to utilize computer technology as an enhancement in order to provide students with an additional means of addressing their basic skills areas. The primary goals were to provide information on the ease of utilization of appropriate computer-managed software through networking and to formulate a guide to using this type of software with students. In addition, inservice workshops were provided on the use of laser disc technology. A networking environment was established with a schedule providing access for a large number of students in a computer-assisted instruction (CAI) laboratory situation. Teachers were able to inform a laboratory manager of the skills that students would use. The computer-managed instruction (CMI) system kept track of students' scores, and printouts were provided to teachers. A guide on how best to utilize this resource was developed. The results of the practicum were positive, with students, teachers, and parents indicating the success of the use of networked CAI through surveys, increased test scores, and completion of student projects. Laser discs proved more difficult to learn, and use of this technology was limited. Appendixes include survey instruments, project data, a sample printout of student scores as recorded in the computer laboratory, and a handbook for teachers on using CAI/CMI laboratories. (11 references) (GL)

ED 320 548 IR 014 464

Regional Resource Centre in Distance Education. Report of the Founding Seminar (Bangkok, Thailand, June 27-July 1, 1988).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Foreign Countries; Higher Education; *Open Universities; Program Proposals; *Resource Centers
IDENTIFIERS- *Asia Pacific Region; *Regional Resource Centers; UNESCO

The proceedings of the inaugural session of this UNESCO-sponsored seminar, which reviewed new developments in higher education in the Asia and Pacific region and formulated a proposal for the establishment of a regional resource center for distance education, are presented in four chapters. The first introduces the seminar's purpose, summarizes its major conclusions, and lists seminar participants. The second chapter contains the text of a proposal for the establishment of a regional resource center which outlines: (1) the rationale for the center; (2) its projected scope, function, organization, and structure; (3) anticipated sources of revenue for its support; and (4) the initiative of the Asian Association of Open Universities in establishing the center. Resolutions of the seminar are presented in the third chapter, and the final chapter contains minutes of the meeting of the Executive Committee of the Asian Association of Open Universities. Appended are speeches presented at the inaugural session and a list of participants and their addresses. (GL)

ED 320 563 IR 014 479

*Koohang, Alex A.; Stepp, Sidney L.*
Computer Assisted Instruction: A Support for the Mastery Learning System.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Individualized Instruction; *Instructional Development; *Mastery Learning; *Models; School Schedules; Teacher Role
IDENTIFIERS- Bloom (Benjamin S); Carroll (John B)

It is argued that computer assisted instruction might be an answer to the scheduling problems resulting from the implementation of mastery learning programs in the public schools. The mastery learning model proposed by Carroll and the transformation of this model into a working model by Bloom are described. The difficulty of implementing mastery learning given the fixed schedules of public schools is noted, and the potential contribution of computer assisted instruction (CAI) is outlined, noting that CAI facilitates instruction at the student's own pace while reducing constraints on teachers' time and allowing them to devote more time to students requiring remedial instruction. Criteria for instructional software which can support mastery learning are outlined. It is noted that software must be clear and understandable; must motivate students actively in drilling subject matter, passively in reinforcing all learned subject matter, and interactively to give fast, positive feedback; must move consistently through subject matter and end at a given mastery level of objectives; and must be both user-friendly and entertaining. Emphasizing that the computer cannot replace the teacher or the textbook, the paper concludes with a model for CAI use in mastery learning situations which incorporates initial teacher instruction, student practice (individually and in groups), formative testing, teacher remediation and CAI lesson referral, CAI (paired or with small group practice), further teacher remediation, and summative testing. (5 references) (GL)

ED 320 579                    IR 053 176

*Robinson, Barbara M.*

Costing Question Handling and ILL/Photocopying. A Study of Two State Contract Libraries in New Jersey. Executive Summary.

**New Jersey State Library, Trenton.**

PUB DATE- Jan 89

NOTE- 14p.; For related documents, see IR 053 174-175.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Compensation (Remuneration); *Cost Estimates; Interlibrary Loans; *Library Expenditures; *Library Services; Library Surveys; *Models; Reference Services; Reprography; *Staff Utilization

IDENTIFIERS- New Jersey

This summary reports the findings of a study conducted for the New Jersey State Library (NJSL) with two major objectives: (1) to determine how much it costs two State Contract Libraries (the Central Library of the Newark Public Library and the Bureau of Law and Reference of the New Jersey State Library) to provide supplemental question handling and interlibrary loan and photocopying services to libraries in New Jersey; and (2) to provide NJSL with recommendations regarding compensation strategies for the next 5 years. The summary defines concepts discussed in the study, summarizes the methodology used to develop a cost finding model, describes two survey instruments used to gather data on the use of staff time and characteristics of reference sources, summarizes results on marginal and average costs, and presents recommendations concerning compensation and investment strategies. (GL)

ED 320 594 IR 053 193

*Newren, Edward F.*
Details for Consideration When Publishing Your State Journal.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Editing; Elementary Secondary Education; Library Associations; Media Specialists; *Periodicals; Publishing Industry; Worksheets
IDENTIFIERS- *Ohio Educational Library Media Association

This paper discusses a number of factors that an editor should consider when publishing a state library/media journal, using examples from the production process of the Ohio Media Spectrum (OMS), the official journal of the Ohio Educational Library/Media Association. These examples have been selected to illustrate the various points: (1) selecting an issue's spotlight topic; (2) designing the cover; (3) obtaining manuscripts; (4) processing the manuscripts received; (5) the review procedure; (6) distribution of the issue; and (7) miscellaneous considerations such as helping contributors develop their ideas, handling controversial materials, evaluating the journal, indexing, advertising, and special columns. The appendixes include several OMS documents: a tentative list of spotlight topics for future issues; guidelines for authors; an article tracking sheet; printing bid specifications; an article evaluation checklist; an editorial and publishing agreement; subscription information; a description of a writers' workshop; a readership survey; notice of OMS selection for an American Library Association award; a sample page from the 1989 index; an excerpt from a column which reviews international literature for children and young people; and letters to the editor. (MES)

ED 320 609 IR 053 217

*Heim, Kathleen M.; Nuttall, Harry D.*
Adult Services: A Bibliography and Index. A Component of the Adult Services in the Eighties Project.
**Louisiana State Univ., Baton Rouge. School of Library and Information Science.**
PUB DATE- 1 May 90
NOTE- 249p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; *Adult Programs; *Adults; *Library Services

Intended to update the 1954 benchmark study, "Adult Education Activities in Public Libraries" by Helen Lyman, this 152-page bibliography of adult services literature lists journal articles, books, dissertations, and government documents alphabetically by author, or, if no author is given, by title. The subject index provided is organized alphabetically by author (or title) in each subject category. Among the 88 topics addressed by the citations are access to public libraries, adult education, aging, circulation, citizen information, consumer information, disadvantaged, experiential learning, finance, group services, handicapped, homebound, immigrants, information and referral services, the Library Services and Construction Act, lifelong learning, literacy, minorities, output measures, outreach, parent education, prisoners, programming, public library role, public relations, reference services, standards, state libraries, statistics, and war on poverty. Introductory materials include a list of the members of the Louisiana State University School of Library and Information Science Research Center Annex Consulting Group; a list of the officers of the Reference and Adult Services Division of the American Library Association and the Services to Adults Committee chairs and members during the "Adult Services in the Eighties Project" (ASE); background information on the bibliography; and lists of landmarks and publications of the project. A paper, "ASE Procedures: Bibliography and Review Literature" by Henry D. Nuttall, is appended. (GL)

ED 320 623 JC 900 347

*Kaikai, Septimus M.; Kaikai, Regina E.*
Positive Ways To Avoid Instructor Burnout.
PUB DATE- 90
NOTE- 13p.; Paper presented at the National Conference on Successful College Teaching (Orlando, FL, February 28-March 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; *Faculty College Relationship; Faculty Development; *Teacher Alienation; Teacher Attendance; *Teacher Attitudes; Teacher Behavior; *Teacher Burnout; *Teacher Morale; Teacher Motivation; Teacher Promotion; Teacher Response; Teacher Welfare; Two Year Colleges

Multiple demands and pressures on teachers have increased instructor burnout, a state characterized by boredom, depression, envy, and physical and emotional fatigue. In response to the high incidence of burnout, teachers and professors may use a job diversification approach similar to one used in industry to combat boredom and monotony. Additionally, the following suggestions to instructors may help to alleviate burnout: (1) request and accept assignments to teach different courses at several levels in your major discipline; (2) engage in tutorial programs, community service, and volunteer activities that enhance teaching skills; (3) enhance knowledge sufficiently to be able to teach introductory courses in your disciplinary minor; (4) invite other professionals, resource people, and practitioners in the field to participate in classroom panel discussions; (5) become part of teaching teams or "inter-disciplinary" teams; (6) organize out-of-class activities for students each semester; and (7) use new delivery systems to vary and augment class presentations. The college administration can also assist instructors to overcome burnout by recognizing and rewarding teaching excellence. Nominating excellent teachers for external teaching awards; sponsoring faculty attendance at seminars, workshops, and conferences; promoting faculty for performance; and giving extra merit salary increments to teachers of recognized excellence are ways of rewarding faculty. The administration can also sponsor activities that enhance teaching; provide mentorship for faculty who exhibit signs of burnout; and promote a sense of community among faculty. (WJT)

ED 320 636 JC 900 361

*Smith, Al*
The Benefits of Regional University-Community College Consortia: A Case Study.
PUB DATE- 22 Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges' Council of Universities and Colleges (70th, Seattle, WA, April 22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Consortia; Cooperative Programs; *Educational Research; Faculty Development; Higher Education; *Intercollegiate Cooperation; Program Budgeting; Program Development; Regional Programs; *Research Projects; *Staff Development; Two Year Colleges

The North Texas Community/Junior College Consortium (NTC/JCC) was established in 1989 to conduct interinstitutional research and staff development projects, develop grant proposals for member colleges, serve as a medium for communication and networking, and seek and administer grants. The consortium is affiliated with the Department of Higher and Adult Education at the University of North Texas, and includes all 19 community college districts in North Texas in its membership. The consortium is administered by an executive director, a board of directors, and a steering committee. Each consortium member pays an annual membership fee, including a fixed fee of $1,500 and an additional variable fee based on reimbursable contact hours. During its first 7 months in operation, the consortium conducted a number of projects, including workshops on "Experiential Learning, Classroom Research and Collaborative Teaching" and "Classroom Research: Finding Out How Well Our Students Are Learning What We're Teaching," a faculty needs assessment conducted on 15 member campuses, a conference on "The Core and the Cannon: A National Debate," and the initiation of a research project to assess the effectiveness of developmental education. Those interested in establishing a similar regional consortium should: (1) begin by seeking the support of the presidents/chancellors targeted for the partnership; (2) employ at least one full-time professional to administer the program and raise funds; (3) develop programs based on expressed needs; (4) start off with one or two highly visible and successful projects; (5) keep participants informed of progress; and (6) develop sound accounting and evaluation systems. Additional information on the charter, operations, activities, and budget of the NTC/JCC is appended. (WJT)

ED 320 649 JC 900 383

*Woodroof, Robert H., Ed.*
The Viability of the Private Junior College. New Directions for Community Colleges, Number 69.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-822-3
PUB DATE- 90
NOTE- 101p.; Part of the Jossey-Bass Higher Education Series.
CONTRACT- RI88062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 (14.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Adjunct Faculty; *Church Related Colleges; *College Faculty; Computer Assisted Instruction; Declining Enrollment; *Educational History; *Educational Trends; Evaluation Methods; Full Time Faculty; Futures (of Society); Institutional Advancement; Institutional Research; *Private Colleges; Public Relations; Religious Cultural Groups; Student Recruitment; Two Year Colleges

A rapid decline in the number of private liberal arts junior colleges is forcing educators to examine the status of this special sector of higher education. This monograph focuses on the history and future of these colleges in higher education, the marketing of private junior colleges, institutional assessment, church-related colleges, computer instruction in junior colleges, and adjunct and full-time faculty ratios. The following articles are included: (1) "A History of Resilience," by Robert H. Woodroof; (2) "The Private Junior College in Higher Education's Future," by Nelson M. Hoffman, Jr.; (3) "A Professional Approach to Marketing the Private Junior College," by Peter T. Mitchell; (4) "Assessment, the Affordable Way," by John H. Williams; (5) "Expanding the Religious Heterogeneity of the Student Body," by George D. Fields, Jr.; (6) "Instructional Use of Computers in the Junior College," by Gordon L. Wells; (7) "The Adjunct/Full-Time Faculty Ratio," by Milton L. Smith; and (8) "Doubts about the Future of the Private Liberal Arts Junior College," by Robert H. Woodroof. (VVC)

ED 320 663 PS 018 828

The Bay Area Early Intervention Program.
Far West Lab. for Educational Research and Development, San Francisco, CA. Center for Child & Family Studies.
PUB DATE- Dec 88
NOTE- 6p.; Filled type will reduce photocopy quality.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Organizations; Cooperative Planning; *Early Intervention; *Family (Sociological Unit); *Low Income Groups; *Program Development; *Social Services
IDENTIFIERS- Far West Laboratory for Educational R and D CA

This planning paper for the Bay Area Early Intervention Program outlines the role that the Far West Laboratory for Educational Research and Development will play in a collaborative effort with community organizations that is intended to develop comprehensive, long-term, community-based services for low-income families. Services will start before or during pregnancy and continue into the school years. Assumptions that guide the work of the collaborative group are presented. Activities that the Far West Laboratory will undertake are listed. A long-range plan is described. (PCB)

ED 320 678 PS 018 863

*Doller, June*
Family Day Care Internationally: A Literature Review.
Ontario Ministry of Community and Social Services, Toronto. Child
  Care Branch.
REPORT NO.- ISBN-0-7729-4383-4
PUB DATE- Jul 88
NOTE- 192p.; For Summary Report, see PS 018 864. For an Annotated
  Bibliography, see PS 018 865.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay
  Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Conferences; Definitions; Developing Nations; Early
  Childhood Education; *Economic Factors; *Family Day Care; Foreign
  Countries; *Global Approach; Literature Reviews; *Political
  Influences; Public Policy; Research; *Social Influences
IDENTIFIERS- Research Results; State Regulation

This literature review provides information on the status of family day care around the world. The three chapters of Part 1 introduce the report. Chapter 1 includes an outline of the organization, an explanation of the terminology, and a description of the methodology used in the review. Chapter 2 presents a policy framework which can be used to organize thinking about the practice of family day care in various countries. Chapter 3 describes the October, 1987 International Family Child Care Conference, in Cardiff, Wales. Part 2 describes the operation of family day care in a number of countries in Europe, Asia, Australia, and North America. The information is organized under the headings: (1) status of providers; (2) government, community, and parental involvement in relation to policy and decision making power, organizational structures, and programs; (3) funding; and (4) the effectiveness of service models. Part 3 examines research on the value of family day care. The discussion is organized into two sections, one on effects of family day care on children's development and another on effects on families. Lastly, the literature regarding the purpose and effectiveness of regulation and various regulatory procedures in family day care is reviewed. A glossary is appended and 323 references are cited. (RH)

ED 320 282 EA 021 946

Preliminary Staff Report on Educational Research, Development, and Dissemination: Reclaiming a Vision of the Federal Role for the 1990's and Beyond. Committee Print Prepared for the Subcommittee on Select Education of the Committee on Education and Labor.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- Sep 89

NOTE- 48p.; Serial No. 101-J. Report not officially adopted by the Committee on Education and Labor or any subcommittee thereof.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Educational Change; *Educational Development; *Educational Improvement; *Educational Research; Elementary Secondary Education; *Research and Development; *Research and Development Centers; School Effectiveness

IDENTIFIERS- *Office of Educational Research and Improvement

Five sections compose this report on the federal role for the 1990s and beyond in educational research, development, and dissemination. The sections consist of: an introduction; recommendations; summaries of hearing testimonies; summaries of documents; and appendices. The direction taken in this report is the result of 2 days of subcommittee hearings--the first oversight of regional labs and centers in over 20 years--on the Office of Educational Research and Improvement (OERI). What emerged from the extensive oral and written testimony of 21 witnesses was a picture of federal educational research in disarray. The recommendations and summaries support the idea that federal research, development, and dissemination should be concomitant with the establishment of a national treasure chest of research results, models, and materials to be conveniently placed at the disposal of the nation's educational decision-makers. Appendix A discusses and examines the possibility of placing an educational research, development, and dissemination function within a new administrative and policy-making context. Appendix B expresses additional concerns with respect to proposed centers for the effective education of the disadvantaged. (JAM)

ED 320 297 EA 021 973

# Surveys for Asbestos of All State-Owned Buildings and All Public Schools: Report of the Department of General Services to the Governor and the General Assembly of Virginia. Senate Document No. 27.

**Virginia State Dept. of General Services, Richmond.**

PUB DATE- Dec 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asbestos; *Cost Estimates; Elementary Secondary Education; Hazardous Materials; *Public Facilities; *Public Schools; State Surveys; Tables (Data); *Waste Disposal; Wastes
IDENTIFIERS- Federal Asbestos Hazard Emergency Response Act; *Virginia

Addressed to the members of the general assembly of the Commonwealth of Virginia, this report summarizes the surveys for asbestos of all state-owned buildings and all public schools as required by state code. The survey of state-owned buildings was carried out by a consulting firm. Over 5,900 buildings were surveyed, representing approximately 65 million square feet of space. Excerpts of the report contain the executive summary; composite cost estimates for removal of friable asbestos-containing materials; and a priority ranking into one of four levels for all areas based on the exposure potential value. The survey of public schools was carried out following the requirements of the Federal Asbestos Hazard Emergency Response Act (AHERA). The report identifies all friable and nonfriable asbestos-containing building materials, rates their potential risk to human health, and includes estimated costs of asbestos removal. A total of 1,024 schools, which includes 3,283 buildings, were included in the survey. (MLF)

*Cylke, Frank Kurt, Ed.*

Swimming: An Introduction to Swimming, Diving, and SCUBA Diving for Blind and Physically Handicapped Individuals. Leisure Pursuit Series.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- Swimming, CMLS, P.O. Box 9150, Melbourne, FL 32902-9150 (free for blind or handicapped).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Aquatic Sports; Audiotape Cassettes; *Blindness; Books; Braille; Childrens Literature; *Diving; Fiction; National Organizations; Nonfiction; Physical Disabilities; *Swimming; *Visual Impairments
IDENTIFIERS- *National Library Service for the Blind

The annotated guide lists information sources available from the National Library Service for the Blind and Physically Handicapped in print, disc, cassette, and braille formats concerning swimming and diving with special reference to blind swimmers. The guide begins with a brief sketch of a champion swimmer who is also legally blind and an autobiographical sketch of author Paul West's experience of learning to swim as an adult. Sixteen adult nonfiction titles available in cassette or braille format are listed next, followed by three adult fiction titles, two children's nonfiction, and five children's fiction titles all in nonprint format. Print materials include three books, three magazines, and a journal article. Eleven national organizations offering swimming classes and programs for handicapped individuals are also listed. An index lists nonprint titles by format. An order form is provided. (DB)

*Yau, Maria; And Others*
Lap Top Computers and the Learning Disabled Student. A Study of the Value of Portable Computers to the Writing Progress of Students with Fine Motor Problems. No. 193.
**Toronto Board of Education (Ontario). Research Dept.**
REPORT NO.- ISBN-0-88881-204-3
PUB DATE- Feb 90
NOTE- 41p.; Prepared by the Library Services Department.
AVAILABLE FROM- Toronto Board of Education, 155 College St., Toronto, Ontario M5T 1P6, Canada ($5.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; Foreign Countries; Handwriting; *Instructional Effectiveness; Junior High Schools; *Learning Disabilities; *Microcomputers; Psychomotor Skills; Punctuation; Spelling; *Word Processing; *Writing (Composition); Writing Ability; *Writing Difficulties; Writing Improvement
IDENTIFIERS- *Laptop Computers; Ontario (Toronto)

Fifty-six Toronto (Ontario, Canada) seventh-grade and eighth-grade learning-disabled students whose handwriting was very difficult to read were randomly assigned to either an experimental or comparison group. Experimental group students were loaned a portable computer to use freely at school and at home during the course of the experiment. Computer-written and hand-written compositions done in time-controlled situations were collected 14 times over an 8-month period. These pieces were scored holistically and analytically. Data were also collected on experimental students' self-reported, parent-reported, and teacher-reported use of the computers. Results indicated that: (1) half of the experimental students made frequent use of the computers at home and at school, and (2) a majority of these frequent users (and far more of them than of either the infrequent users or the comparison subjects) made significant improvement in the quality and quantity of their written work. Differences in improvement in quality and quantity of writing between frequent users and others were statistically significant. No significant differences were, however, observed in surface features such as spelling and punctuation. Assessment tools used and 12 references are appended. (Author/JDD)

ED 320 357 EC 231 166

*Greenwood, Reed; And Others*
Rehab Mark. Trainer's Guide.
**Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.**
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 88
NOTE- 242p.; For a related document, see EC 231 165.
GRANT- G0083C0010; H129R80006
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Department, P.O. Box 1358, Hot Springs, AR 71902 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Adult Vocational Education; *Business; Cooperative Programs; Corporate Support; *Disabilities; Employers; *Employment Programs; Employment Services; *Job Development; Job Placement; *Marketing; Program Development; Supported Employment; Training; *Vocational Rehabilitation

This manual is written for trainers working in the RehabMark system of employer development in vocational rehabilitation services. Videotapes are available to accompany lectures and other training activities, and materials for transparencies are provided in an appendix. After an introductory chapter, the first half of the manual contains training modules for the development of accounts with employers, including targeting, preapproach activities, and means to foster client confidence. The latter half focuses on employer relations, including cost issues, organizational issues, and handling objections. Each module uses six skill training methods: trainer instruction, demonstration, behavioral rehearsal, reinforcement, homework, and assessment. Training exercises and goals, checklists, and questions for discussion are provided. Includes 45 references. (PB)

ED 320 372 EC 231 186

Your Encounter with the Disabled: A Resource Manual on Disabilities. Revised.
**Illinois State Office of the Secretary of State, Springfield.**
PUB DATE- Jan 90
NOTE- 31p.; Prepared by Senior Citizens, Human Resources and Veterans Department.
AVAILABLE FROM- Office of the Secretary of State, Senior Citizens, Human Resources and Veterans Department, 450 Centennial Building, Springfield, IL 62756 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizen Role; *Disabilities; Epilepsy; Hearing Impairments; *Interpersonal Competence; Interpersonal Relationship; Mental Disorders; Mental Retardation; Physical Disabilities; *Social Behavior; Social Integration; Visual Impairments

The booklet is designed to provide awareness training for the general public on the relationship between persons with disabilities and other members of society. The booklet is divided into six sections concerning persons who are mentally ill, hearing impaired, mentally retarded, mobility impaired, visually impaired, or have epilepsy. Background information gives a brief overview of the characteristics and ramifications of each disability. The booklet also establishes guidelines on how to interact with persons with each disability. For example, the guidelines recommend that when a person with mental retardation is encountered, "acknowledge any display of curiosity or question" and "use average speech and a non-threatening attitude." When encountering a person with mental illness the booklet suggests "try to learn something about the individual before you make contact" and "talk about everyday things in a calm, confident tone of voice." A bibliography of 12 recommended readings is attached. (JDD)

ED 320 402 FL 018 480

*Deser, Toni*
Dialect Transmission and Variation: An Acoustic Analysis of Vowels in Six Urban Detroit Families.
PUB DATE- 88
NOTE- 15p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; *Dialects; *Family (Sociological Unit); Language Acquisition; Language Research; Linguistic Theory; Sound Spectrographs; Urban Areas; *Vowels
IDENTIFIERS- *Michigan (Detroit)

A study investigated the nature of dialect acquisition in an urban community with two adult dialect models (Detroit and Southern) available to black children. Although the children of the six black families studied were born in Detroit, each had differential exposure to the Southern adult variety of English spoken by parents who had recently relocated to Detroit. Two vowel variables were examined spectrographically in two speech styles, with results indicating that the younger of the two children in each family group aspires toward the Northern variety while the older prefers to retain their perceived Southern identities even when the local ambient dialect is in sharp variance. (MSE)

ED 320 418 FL 018 496

*Williams, Eddie*
A Paradigm Regained: Conflict Perspective on Language Use in Bilingual Educational and Social Contexts.
PUB DATE- 88
NOTE- 12p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Bilingual Education; *Bilingualism; Foreign Countries; Language Research; *Language Role; Linguistic Theory; Sociolinguistics
IDENTIFIERS- *Consensus Paradigm

The validity of the consensus paradigm dominant in sociolinguistics is questioned. Social scientists working in this paradigm take the perspective of society as an aggregate operating through agreement between its constituent elements, working to the benefit of the aggregate. The best-known of the consensus-oriented theories is structural-functionalism (S-F), which sees society as a system of mutually supportive institutions where each institution contributes to the system as a whole, maintaining it in equilibrium. By contrast, variant theories in the conflict paradigm see the S-F concept of society as a fundamental misrepresentation. It is proposed here that theories in the conflict paradigm are more powerful than those in a consensus paradigm because they account more comprehensively for observed phenomena in language use and learning. Further, language policies in education based on consensus theories are likely to be counterproductive for being based on invalid theories. The implication is that schools can do no more than the dominant group will allow: perpetuate structural conflict or promote assimilation. Schools can not transform dominated social groups into dominant groups. At best, schools can enhance an individual's capacity for mobility from one group to another. A society of groups with differential power coexisting in an integrated way without conflict is not possible. (MSE)

ED 320 433 FL 018 595

*McConnell, Grant D.; Mahapatra, B. P.*
The Written Languages of India. Proceedings of the Indo-Canadian Round Table (New Delhi, India, March 7-8, 1988). Publication B-174.
**Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.**
REPORT NO.- ISBN-2-89219-209-9
PUB DATE- 90
NOTE- 125p.
LANGUAGE- English; French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Economic Development; Foreign Countries; Hindi; Indigenous Populations; *Language Planning; *Language Standardization; Literacy; Literacy Education; Minority Groups; *Official Languages; Public Policy; Research Methodology; Second Language Instruction; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Canada; *India

Papers from the conference include the following: opening remarks (Lorne Laforge and William F. Mackey); a position paper on the written language of the world (Grant D. McConnell); "An Overview of the Practical and Theoretical Implications of the 'Written Languages of India' Survey Regarding Language and National Development Strategies" (Grant D. McConnell); "Parameters of Language Inequality" (B. P. Mahapatra); "Standardization of Languages--The Case of India" (S. S. Bhattacharya); "Official and Minority Languages in Canada and India: Their Status, Functions and Prestige" (William F. Mackey); "The Concept of Working Language" (Jean-Denis Gendron); "Language Teaching and Language Planning" (Lorne Laforge); "Remarks on Survey Goals and Data Authenticity Validity" (R. C. Nigam); "The Hindi Language in Hindi and Non-Hindi Regions of India" (S. P. Srivastava); "Literacy Trend vs. Literary Development Among Some Scheduled Tribes" (T. P. Mukherjee); and "Selected Tribes and Their Mother Tongues" (O. P. Sharma). (MSE)

ED 320 448 FL 018 659

*Berney, Tomi D.; Alvarez, Rosalyn*
Computers in Bilingual Education: Project CIBE. Evaluation Section Report. OREA Reports.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 27p.
GRANT- G008425060-88
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Computer Literacy; Curriculum Development; *English (Second Language); Evaluation Methods; Federal Programs; High Schools; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Evaluation; *Second Language Learning; Spanish Speaking; Staff Development
IDENTIFIERS- Content Area Teaching; Language Assessment Battery; *Project CIBE NY

This project provided 360 students at South Bronx High School (New York) with instruction in English as a Second Language (ESL); Native Language Arts (NLA); the bilingual content area subjects of mathematics, science, and social studies; and computer literacy. The goal of the project was to provide instructional and support services to Spanish-speaking students of limited English proficiency (LEP). The project met its ESL objectives that students would show significant gains on the Language Assessment Battery (LAB), and that at least 70 percent of participating students would pass their ESL and ESL reading courses each semester. One of two NLA objectives was met as well as objectives for parental involvement and staff and curriculum development. Students met the objective of making significant gains in the computer literacy test both semesters. Lack of data prevented OREA from determining whether the project had met its second NLA objective. The project failed to meet its content area subject objective. (GLR)

ED 320 519 HE 023 613

Geographic Origins of Students, Fall 1989. Volume I.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
REPORT NO.- SUNY-OIR-2-90
PUB DATE- Apr 90

NOTE- 655p.; For volumes 2 and 3, see HE 023 614-615. Photoreduced type on page xi will not reproduce legibly.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Foreign Students; Higher Education; In State Students; Out of State Students; *Place of Residence; *Residential Patterns; *School Demography; State Surveys; State Universities; Student Mobility
IDENTIFIERS- *State University of New York

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the fall 1989 term are presented in three volumes. This first volume uses the individual institution (or institutional type) as the unit of analysis. Student data elements in the report include student level, student load, student history (first-time/transfer), and permanent residence. Institutional data elements include county of institution location, New York State Planning Region, and contiguous counties. The volume is divided into two main parts. Part I summarizes the distribution of all credit course students by load, level, and residency, and includes various relative distance measures for New York State residents to provide a measure of the enrollment impact of the "local" student population. Part I also displays the origins of new (first-time and transfer) undergraduate students. Part II displays each institution's enrollment by level, load, history, and permanent residence. In addition, Part II contains various tables which summarize the total State University system as well as the institutions by type. Also included in the report are a list of the regions, locations, and contiguous counties used for each of the institutions; and a publications list of SUNY's Central Staff Office of Institutional Research. (JDD)

ED 320 533 IR 014 436

Advisory List of Computer Courseware.
**North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.**
PUB DATE- 90
NOTE- 29p.; For the 1983 edition, see ED 248 871. For the April-July 1990 Advisory List, see IR 014 487.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Skills; *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Elementary Secondary Education; Health Education; *Mathematics Instruction; *Reading Comprehension; *Science Instruction; Social Studies

Two issues of this list (February and March 1990) contain reviews of courseware for kindergarten through grade 12. Entries are classified by subject or application, i.e., communication skills, math, science, social studies, health, and utility software. Information on each software package includes the title, publisher, copyright data, price, package contents, equipment required, suggested grade level, and program goals. This is followed by a detailed summary, a discussion of major strengths and weaknesses, and a statement of recommended uses. An annotated table of contents, arranged alphabetically by subject area, provides a quick reference to the contents of each list. (GL)

ED 320 549 IR 014 465

*Shaffer, Susan Morris, Comp.*
Screening Educational Equity: A Filmography.
**American Univ., Washington, DC. Mid-Atlantic Equity Center.**
PUB DATE- Sep 89
NOTE- 129p.; For the 1983 edition, see ED 244 012.
AVAILABLE FROM- The Mid-Atlantic Equity Center, 5010 Wisconsin Ave., NW, Suite 310, Washington, DC 20016 ($2.00 in service region of Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia. Limited copies available elsewhere).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Age Discrimination; *Equal Education; Ethnic Discrimination; Filmographies; *Films; Handicap Discrimination; Minority Groups; *Multicultural Education; *Nontraditional Occupations; Racial Discrimination; Sex Discrimination; *Social Discrimination; *Videotape Recordings

The more than 300 films and videos listed in this annotated filmography for use by educators and their students are presented in 14 categories: (1) Biases in Early Childhood Education; (2) Career and Vocational Opportunities; (3) Curriculum Equity; (4) Discrimination in Employment; (5) Equity in Sports; (6) A Legal Context; (7) Male Sex Role Stereotyping; (8) Multicultural History; (9) Multicultural Issues; (10) Nontraditional Occupations; (11) Older Americans; (12) Portraits; (13) Special Needs; and (14) Teen Pregnancy and Parenting. In addition to a brief description of the content of the film or video, each of the entries include information on viewing time, rental fee or purchase price, and availability. An alphabetical index of film titles is also provided. (GL)

ED 320 595 IR 053 194

*Scheppke, Jim, Comp.; Vogt, Valerie, Comp.*
Directory and Statistics of Oregon Libraries, 1989.
**Oregon State Library, Salem.**
PUB DATE- Jan 90
NOTE- 261p.
AVAILABLE FROM- Oregon State Library, State Library Building, Salem, OR 97310 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Expenditures; *Library Materials; *Library Personnel; *Library Services; *Library Statistics; Public Libraries; Special Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *Oregon State Library

This report provides information for 1988-89 on libraries in Oregon. The first section, which presents information on 214 public libraries, includes a directory arranged by city of headquarters library; a map showing governance of public libraries; analysis of statistics including long-term trends, short-term trends, comparisons by county, and top ranking libraries based on several performance criteria; and statistical data on services, interlibrary lending, collections, operating income, expenditures, hours and attendance, staffing, and salaries. Following a directory of 62 academic libraries, the second section provides statistics on circulation, interlibrary loan, service hours, and attendance; reference and group services in a typical week; print materials held; nonprint materials held; print materials added; nonprint materials added; expenditures; and staffing. The next section offers a directory and statistics for 166 special libraries on circulation, interlibrary loan, and attendance; reference and group services in a typical week; print materials held; nonprint materials held; and expenditures, staffing, and service hours. The final section presents information on the Oregon State Library including directories of the Board of Trustees, State Advisory Council on Libraries, and library departments; a list of depository libraries; and statistics on personnel, expenditures, development, collections, services, and talking book and Braille services and utilization. (MES)

ED 320 664 PS 018 837

*Roggman, L. A.; And Others*
Toddler Play in Relation to Social and Cognitive Competence.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the International Conference on Infant Studies (7th, Montreal, Quebec, Canada, April 19-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Attention; *Cognitive Ability; Cognitive Development; Individual Development; *Interpersonal Competence; Mothers; Parent Child Relationship; *Play; Social Development; *Toddlers

This study tested the hypothesis that social competence of mother-infant play reflects both secure mother-infant attachment and more advanced cognitive development. Subjects were 58 toddlers between 16 and 19 months of age and their mothers. Two general methods were used: observation and maternal report. Standardized developmental assessments were used to ascertain toddlers' cognitive abilities. Suggesting that cognitive and social influences on the development of play are not parallel, findings indicated that the toddlers' shift in attention from dropped object to mother was related not to security but to cognitive development. Organization of attention during play was related to the play context that the infant created by dropping toys from the high chair tray. The shift in attention to the mother showed that the toddler's goal in the game was getting the mother to respond. The infants who were more securely attached were more likely to attain their goal. Their mothers responded by returning the toys more quickly. Perhaps because the more secure toddlers were more certain of their mothers' responsiveness they were less likely to use their object play to test it. They played with the toys longer before dropping them and paid more attention to the toys than did the less secure toddlers. The organizatiion of attention in toy-mother-toy sequences, particularly the likelihood of attention to toys being embedded in such sequences, was associated primarily with cognitive ability. (RH)

ED 320 564 IR 014 480

*Eisenberg, Nora, Ed.*
Computers and College Writing. Selected College Profiles.
City Univ. of New York, N.Y.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 282p.; National Project on Computers and College Writing.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Higher Education; *Instructional Effectiveness; *Microcomputers; Profiles; *Word Processing; *Writing Instruction; *Writing Laboratories

This report contains profiles of computer-based writing programs at 49 colleges which were originally submitted for empirical assessment by a 3-year project sponsored by the Fund for the Improvement of Postsecondary Education and the City University of New York. The profiles, representing two-year and four-year, public and private, rural and urban, and small and large colleges, offer advice on topics such as: (1) setting up, expanding, or modifying writing programs with a computer component; (2) how much technical information to give novices in word processing and when to give it; (3) setting up laboratories, the arrangement of furniture, and the scheduling of courses; and (4) using the computer in the English class with a variety of target populations--basic writing students, learning disabled students, students in freshman composition and literature classes, and upper-level students. The descriptions are listed in alphabetical order by the name of the college. Each begins with a summary statement and provides the names and addresses of authors. (GL)

ED 320 580 IR 053 177

*Szymanski, Cynthia; Arnold, Joann*
The ERIC Search: A Programmed Text.

PUB DATE- Sep 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Databases; Library Instruction; *Online Searching; *Optical Data Disks; Programed Instructional Materials; *Search Strategies
IDENTIFIERS- *ERIC; *SilverPlatter Information Inc

This text is intended as a guide for searching ERIC using the SilverPlatter CD-ROM database. The text describes the content and function of the ERIC database and demonstrates fundamental search techniques by following an example of a successful ERIC computer search. The search begins with the choice of a topic, the formulation of a search strategy, and the printing of relevant sources. It is noted that the programmed text requires the active use of SilverPlatter's ERIC database and the "Thesaurus of ERIC Descriptors." (GL)

ED 320 327 EC 231 135

*Hebron, Preston T., Jr.*
An Individualized Approach To Improve Reading Achievement Levels and Behavior of Learning Disabled Pupils.
PUB DATE- Feb 81
NOTE- 114p.; Ed.D Introductory Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; Cognitive Style; Individualized Instruction; *Individualized Programs; *Learning Disabilities; Learning Modalities; Mastery Learning; Primary Education; *Reading Skills; *Student Behavior; Student Improvement

In this practicum, 15 learning-disabled pupils in grades two and three participated in an individualized program featuring mastery learning, a personalized system of instruction, attention to learning style and modality, and behavior modification, in order to improve reading levels and poor behavior. Program components included learning stations, interest centers, a variety of special materials, various modes of learning, aides and tutors, and immediate reinforcement. This approach tailored instruction for each pupil with a particular problem and allowed extra time for acquisition of basic learning skills in areas where this was necessary. Pupils were actively engaged in learning processes in which their behavior was modified. Although total remediation of the reading deficit was not achieved over 4 and one-half months, overall improvements were highly significant. Behavior was also improved. Appendices list objectives for each pupil, testing instruments utilized, and games and special materials used. Includes 20 references. (JDD)

ED 320 387 FL 018 217

*Davies, Mark*

An Experiential Approach to Outdoor/Social Education with EFL Students. Academic Reports.

Bell Educational Trust, Cambridge (England).
REPORT NO.- ISBN-1-870969-11-1
PUB DATE- 89
NOTE- 58p.
AVAILABLE FROM- Director, Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge, England CB2 2QX.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; *English (Second Language); Foreign Countries; Instructional Effectiveness; *Interpersonal Competence; *Outdoor Education; Private Schools; Program Descriptions; *Program Design; Rewards; Safety Education; *Second Language Programs; Student Evaluation; Student Recruitment
IDENTIFIERS- *Bell School (England)

The outdoor and adventure education component of the program for non-native learners of English at the Bell School in Bath, England, was designed to develop learners' social attitudes and skills through a range of outdoor activities and classroom encounters. The discussion of this program component is divided into four sections. Section 1 provides some background on what this social education achieves in developing attitudes, communication and social skills, group attitudes and skills, and cooperation. Section 2 outlines the structure of the learning experience, including the environment, activities, process of achieving outcomes, "bonding," responsibility for learning, review, and structures and techniques used. Section 3 describes the learning sequence, including such elements as entering the learning sequence, macro and micro development, macro level organization, certification and awards, conditions for achieving aims, and group size. Finally, section 4 identifies some practical program considerations in certain activities such as canoeing and mountaineering, outlines the advantages of week-long courses, describes the "promotions evening," and discusses the activities involved in selling social education. The section concludes with brief discussions of safety and an evaluation of the program. (MSE)

ED 320 462 FL 800 184

*Berney, Tomi D.; Hriskos, Constantine*
Auxiliary Services for High Schools' Bilingual Program Resource and Training Center: Project ASHS, 1988-89. Evaluation Section Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 35p.
GRANT- G008525044
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Career Development; Counseling Services; Curriculum Development; *English (Second Language); Federal Programs; High School Equivalency Programs; Job Placement; Limited English Speaking; *Literacy Education; *Native Language Instruction; Program Evaluation; Staff Development

Project ASHS' Bilingual Resource and Training Center served 2,075 limited-English-proficient students, some of whom had limited ability to read and write in their native languages, at 15 sites. Most participants were older students returning to school to complete high school diploma requirements and prepare for the General Equivalency Diploma. The project provided supplemental instruction in English as a Second Language (ESL), native language arts (NLA), and high school equivalency content area courses taught bilingually. The project also offered counseling, placement, career workshops, and staff and curriculum development. Participating students were native speakers of Spanish, Haitian Creole, Chinese, Italian, and Greek. The project met one of two ESL objectives and its referral objective, but could not assess achievement of the NLA or career education workshop objective. The project met one high school equivalency instructional objective. While a majority of project students at the lowest level were promoted, less than the proposed percentage were promoted or obtained equivalency diplomas at other levels. The staff development objective and four of five curriculum development objectives were met. Program strengths were in individual programming and counseling, and in the use of checklists to track students' interests and progress. Greater efforts to recruit Greek-speaking students are recommended. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 476                                    HE 023 558

*Neumann, Anna*
The Thinking Team: Toward a Cognitive Model of Administrative Teamwork in Higher Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.; Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.
PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Cognitive Style; College Administration; Decision Making; *Group Dynamics; Higher Education; Leadership; Perspective Taking; *Role Perception; *Teamwork

The paper examines the joint interactive process of top-level administrative leadership teams of colleges or universities, with emphasis on the team's collective thinking. It focuses on how individual team members, who report directly to the president, make sense of their own and each other's activities on the team (for example, by constructing certain types or roles) rather than on the nature of effects of the activities themselves. Seventy administrators at 15 campuses were interviewed concerning the administrative team's organization, functions, and internal dynamics. Analysis revealed the following typical roles: (1) definer (creating the team's reality), (2) analyst (exploring and mapping the team's reality), (3) interpreter (predicting what others are likely to see), (4) critic (redefining, reanalyzing, and reinterpreting the team's reality), (5) synthesizer (orchestrating what the team knows), (6) disparity monitor (gauging what outsiders think), (7) task monitor (keeping the team on course), and (8) emotional monitor (remembering emotions). Teams were also analyzed on the basis of how clearly cognitive roles were articulated in the areas of: role content and quality of role performance, stage of team development and team integration, role prevalence, role configuration, cognitive differentiation and cognitive complexity, and management of cognitive differentiation. Contains 50 references. (DB)

ED 320 490 HE 023 573

Biomedical and Behavioral Research Scientists: Their Training and Supply. Volume 2: Statistical Tables.
**National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.**
SPONS. AGENCY- National Academy of Sciences, Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.
PUB DATE- 89
NOTE- 129p.; For related documents, see HE 023 572-574.
CONTRACT- N01-OD-2109
AVAILABLE FROM- Studies Section, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, NW--Room GR 402, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Behavioral Sciences; *Biomedicine; Clinics; Degrees (Academic); *Doctoral Degrees; *Employment Patterns; *Enrollment Trends; Higher Education; *Labor Market; *Research and Development; Researchers; Statistical Data

Volume Two of a three volume set of the Biomedical and Behavioral Research Scientists study presents tables of data which were required for the study's development by the National Research Council. Data from these tables were obtained from the Association of American Medical Colleges, the American Dental Association, the American Medical Association, the Bureau of the Census, the National Science Foundation, the Department of Education's National Center for Education Statistics, the National Research Council, the Alcohol, Drug Abuse, and Mental Health Administration, and several National Institutes of Health units. The tables include three summary tables showing current trends in supply and demand indicators for the Clinical Sciences, Biomedical Science Ph.D.s, and Behavioral Science Ph.D.s. Also included are 71 detailed tables concerning each science in various areas including enrollment figures, employment trends, R and D expenditures, and degrees awarded. (GLR)

ED 320 504 HE 023 595

*Davie, Ann R.; And Others*
On Campus with a Disability: Expanding Diversity at AASCU Institutions.
**American Association of State Colleges and Universities, Washington, D.C.**
PUB DATE- Jun 90
NOTE- 32p.
AVAILABLE FROM- AASCU Publications, One Dupont Circle #700, Washington, DC. ($7.00 members; $8.50 nonmembers postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Admission Criteria; Athletics; Career Planning; *College Students; Extracurricular Activities; Higher Education; Institutional Role; Learning Disabilities; *Mainstreaming; Physical Disabilities; School Recreational Programs; *Special Needs Students; *Student College Relationship

This booklet describes how many institutions of higher education have mainstreamed disabled students more fully into campus life, and provides information to students who are disabled to help them find the college campus that fits their needs. Information is provided on institutional programs for the disabled among the youthful undergraduate population and also on opporunities for additional training and education for disabled adults who need them. The booklet, besides providing information on career planning and placement, also looks at how numerous educational institutions have dealt with facilities access, emergency evacuation, helping disabled students who also have learning disabilities, raising faculty and staff awareness, outreach to the community, recruitment/admission, sports, and the use of assistive technology. A complete list of AASCU member institutions and their addresses is provided. (GLR)

ED 320 610 IR 053 225

*Lewis, Laurie; Farris, Elizabeth*
Services and Resources for Children in Public Libraries, 1988-1989. Contractor Report. Survey Report.
**Westat, Inc., Rockville, MD.**
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-098
PUB DATE- Mar 90
NOTE- 42p.; Data Series FRSS-36.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Libraries; *Library Circulation; *Library Facilities; *Library Services; Library Surveys; National Surveys; *Public Libraries; Questionnaires; Use Studies
IDENTIFIERS- *Childrens Librarians

This report presents the findings of the first national survey of public libraries on their services and resources available to children. Questionnaires were mailed to a national probability sample of 846 public libraries, nonrespondents were contacted by telephone, and the final response rate was 97%. Survey items included the availability of library resources and services to children, the usage of library services by children, the number of group programs at the library for children and child care-givers, the amount of library cooperation with schools and with preschools or day care centers, and the number and educational level of public service and children's librarians. Survey findings are presented by the following characteristics of library buildings: (1) the number of library users per week (a measure of library size); (2) type of library (main without branches, main with branches, and branch); (3) availability of a children's librarian; (4) number of hours open to the public per week (another measure of library size); (5) percentage of the library's book budget used for children's books; and (6) percentage of the total circulation that is made up of children's materials. Findings in the text focus on the number of library patrons per week and type of library. The other data are presented in nine tables. The survey instrument is included. (GL)

ED 320 624 JC 900 348

A Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges. Executive Summary. Second State Survey.
**Michigan State Board of Education, Lansing.**
PUB DATE- May 90
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Faculty; Community Colleges; Courses; *Developmental Studies Programs; Educational Assessment; Questionnaires; *Remedial Instruction; Remedial Mathematics; Remedial Reading; School Policy; School Statistics; Skill Development; State Surveys; *Student Evaluation; *Student Placement; Tables (Data); Testing Programs; Two Year Colleges
IDENTIFIERS- *Michigan

In 1989, a study was conducted of the status of student assessment and developmental education in Michigan's 29 public community colleges and three public four-year colleges which serve in a community college capacity. The study sought to to determine: (1) the number of community college students in need of and actually enrolled in developmental services in reading, writing, math computation, algebra, and other areas; (2) policies on developmental education and course credit; (3) the types of students who are assessed, the tests used, policies related to mandatory testing and placement, and cut-off scores for placement in remedial courses; (4) the developmental populations colleges are prepared to accommodate; (5) courses in the developmental curriculum and skill areas addressed; (6) types of support services provided; (7) class times and locations; (8) the job titles, experience, and turnover rates of developmental faculty; (9) the existence of professional development programs to prepare staff to work with underprepared students; (10) information on cooperative programs with elementary and secondary schools, community organizations, and business and industry; (11) the scope of evaluation efforts; and (12) strengths and weaknesses in developmental efforts. The study found that in fall 1988, 13,357 students had test scores indicating that they needed developmental work in reading, 11,723 in writing, 10,801 in math computation, and 7,638 in algebra. Actual enrollments in these courses were 7,469 in reading, 11,500 in writing, 8,946 in math computation, and 5,925 in algebra. Based on study findings, a series of recommendations were developed for implementation by the board of education, the governor, and the state legislature. The survey instrument is attached. (JMC)

ED 320 637 JC 900 362

*Palmer, Jim*
Defining Student Outcomes Indicators at the Community College.
PUB DATE- 19 Jul 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Maryland Community College Research Group (Chestertown, MD, July 19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *College Planning; Community Colleges; Data Collection; Followup Studies; Information Needs; *Institutional Research; *Outcomes of Education; Policy Formation; *Research Needs; Two Year Colleges

A wide gap exists between available information on community college students and the questions which are often posed about them. Since most available data focus on cross-sectional measures of enrollment and degrees awarded, they provide few insights into what happens to students who enter the colleges. The question-and-answer gap owes its existence to several factors, among them the harried life of the institutional researcher and the difficulty of tracking students after they have left the college. In spite of these difficulties, the demands for student outcomes information are increasing. The success of college efforts to define and use indicators of student outcomes is guided by three factors. One is the nature of indicators and the importance of understanding what they can tell about students and what they cannot. The second is the decision-making process that policy makers and researchers undergo in developing indicator sets. The third is the importance of indicators to the success of student tracking systems. To successfully use indicators, community colleges must place more emphasis on empirical evidence and less on anecdotes, add longitudinal data to the reams of cross-sectional data currently available, and make time for data analysis as well as for data reporting. In addition, the community colleges must shift from a community services mode of operation to an undergraduate education mode. The effort to define and collect data on student outcomes will have its greatest effect if matched by a renewed emphasis on matriculation, sequential learning, and program completion. (JMC)

ED 320 650 JC 900 384

*Richardson, Richard C., Jr.; And Others*
Literacy in the Open-Access College. First Edition.
REPORT NO.- ISBN-0-87589-569-7
PUB DATE- 83
NOTE- 207p.; Supersedes ED 237 125, which was the original announcement of this copyrighted book. Part of the Jossey-Bass Higher Education Series.
AVAILABLE FROM- Jossey-Bass Publishers, Inc., 433 California St., San Francisco, CA 94104 (originally sold at $15.95; out-of-print as of 1990; now available from ERIC/EDRS, with permission of publisher).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; College Administration; *Community Colleges; *Educational Objectives; Equal Education; *Literacy; Open Enrollment; Reading Skills; Two Year Colleges; *Two Year College Students; Writing Skills

Based on a 3-year case study of an open-access community college, this monograph examines the background to, causes of, and possible resolutions for the decline of literacy in open-access colleges. Chapter 1 presents a working definition of literacy; considers the nature of literacy in a community college setting; and raises issues concerning the impact of the decline of college standards on the student, institution, and society. Chapter 2 describes the curriculum, administration, faculty, and students of the college and illustrates the complex and dynamic character of the study setting. Chapter 3 provides a detailed description of teaching and learning in the classroom, and chapter 4 looks at reading and writing behaviors required in class activities. Chapter 5 discusses the educational objectives of the college instructors, with a focus on the relationship of course objectives to instructor style, the emphasis on cognitive objectives in the classroom, faculty responses to low student literacy skills, and the reciprocal effects of student skills and teacher objectives. In chapter 6, student motives for pursuing an education are examined along with the way the institution reinforces and responds to these motives. Chapter 7 examines non-classroom influences contributing to the lack of literacy skills, including inadequate advisement, student placement problems, and the absence of special services for non-traditional students. Chapter 8 considers the indirect impact of administrative priorities on classroom literacy. Chapter 9 discusses the implications of study findings for administration and instruction in open-access colleges and offers recommendations for promoting literacy. (LAL)

ED 320 679 PS 018 864

*Deller, June*

Family Day Care Internationally: A Literature Review. Summary Report.

Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.

REPORT NO.- ISBN-0-7729-4382-6

PUB DATE- Jul 88

NOTE- 53p.; For Full Report, see PS 018 863. For an Annotated Bibliography, see PS 018 865.

AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A, 1E9, Canada.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Definitions; Early Childhood Education; *Economic Factors; *Family Day Care; Foreign Countries; *Global Approach; Literature Reviews; *Political Influences; Public Policy; Research; *Social Influences

IDENTIFIERS- Belgium; Denmark; Finland; France; Netherlands; Portugal; South Africa; State Regulation; Sweden; Switzerland; United Kingdom; West Germany

A summary report of a review of literature on the status of family day care in numerous countries around the world is provided. Materials were obtained from several databases, including ERIC (Educational Resource Information Center), Social SciSearch, Child Abuse and Neglect, Sociological Abstracts, Family Resources, and Third World Countries. Countries which provided legislation or programs for family day care were chosen. Data gathered on each country were checked for current validity with key persons in Canada and with participants at the 1987 International Family Child Care conference in Cardiff, Wales. Chapter 1 provides a policy framework for looking at family day care in various countries. Chapter 2 uses the policy framework to give an overview of all countries reviewed. Chapter 3 offers a short synopsis of research findings on family day care. Chapter 4 briefly reviews the issues concerning regulation in family day care. Definitions of terms used throughout the summary report are provided in an appendix. (RH)

ED 320 298 EA 021 975

*Mertz, Norma T.; McNeely, Sonja R.*
Getting To Be a Professor of Educational Administration: A Study of How Females "Got" the Job.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Selection; Educational Administration; Elementary Secondary Education; Faculty; *Females; Higher Education; Job Placement; Job Search Methods; Mentors; Occupational Surveys; Professional Personnel;

*Women Administrators

Women professors in educational administration have moved from near obscurity to relative visibility in the last 15 years. The process by which they obtained their positions and their perceptions of the process are the subjects of this descriptive survey research. Specifically, the study attempted to identify factors perceived by women professors as important for obtaining their first positions as professors of educational administration. Questionnaires were sent to an initial sample of 273 female professors in educational administration and higher education with an overall return rate of 46 percent. Women reported that the factors for attaining their positions, in order of importance, were: (1) brokering; (2) being "known quantities"; and (3) their own qualifications. The findings indicate that male advisors acting as brokers were instrumental in obtaining positions, and that mentoring was perceived as a less important factor. A majority of respondents identified publications as important in securing overall positions, which raises the issue of doctoral programs' effectiveness in preparing students for professional academia. The findings cannot be generalized to all female professors' experiences, but provide an exploratory base for further study. (17 references) (LMI)

ED 320 314 EC 231 121

Involving Minority and Isolated Parents in the Education of Their Exceptional Students. Parent/Professional Task Force Report.

**Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.**

PUB DATE- 88

NOTE- 34p.

AVAILABLE FROM- Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, FL 32399-0400.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; Cultural Differences; Delivery Systems; *Disabilities; Elementary Secondary Education; Ethnic Groups; Low Income Groups; *Minority Groups; Needs Assessment; *Outreach Programs; *Parent Participation; *Parent School Relationship; Rural Education; School Policy

IDENTIFIERS- *Florida

Based on the results of a survey of administrators of exceptional student education, a Florida task force examined methods for increasing the involvement of minority parents in the education of their exceptional children and for providing outreach to parents who are isolated. The report centers on parents of exceptional students who are from low socioeconomic levels or differing ethnic groups, or are geographically isolated. The task force identified issues revolving around questions of policy, resources, commitment, and implementation, citing needs for more adequate policy and coordinated services, more adequate funding, more effective use of training materials, greater sensitivity and understanding of culturally diverse families, and greater interagency understanding of existing policies and procedures affecting minority and isolated parent involvement. Recommendations call for development of policies, procedures, and programs focused on overcoming barriers; use of collaborative interagency efforts; identification of multiple funding sources; and provision of comprehensive training for parents and professionals addressing cultural and economic diversity. Specific suggestions for implementation (e.g., use indigenous and experienced parents to help plan and conduct meetings) are provided in a "Strategies and Best Practices" section. Contains about 110 references. (DB)

ED 320 403　　　　　　　　FL 018 481

*Devonish, Hubert*
Language Variation Theory in the Light of Co-Occurrence Restriction Rules.
PUB DATE- 88
NOTE- 12p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creoles; *English; Foreign Countries; Language Research; *Language Variation; Linguistic Theory; Research Methodology; *Structural Analysis (Linguistics)
IDENTIFIERS- Clauses; *Guyana

The nature of the Creole-to-English continuum for Guyana is examined with two aims. The first of these is to critically assess the validity of orthodox variationist approaches as applied to similar language situations and the second is to produce the outline of an alternative approach that would work in this and other language situations as well. The operation of restrictions against the co-occurrence of any given linguistic variables, which occur within the clause in the Guyanese Creole-to-English continuum, are examined for the past tense marker variable ("bin, did, and woz") and the continuative aspect variable ("a-" and "-in" operating with the verb). The evolution of the continuum is linked to the distinct function and social prestige associated with certain stereotyped linguistic features, and the linguistic stereotyping likely to have occurred in a language situation involving initial contact between English and conservative Guyanese Creole is examined. It is suggested that the co-occurrence restriction rules emerged as a result of social, not linguistic, factors. It is proposed that in Guyana, the appearance of two variants of the same variable in the speech of most speakers represents switching between two or more immediately adjacent varieties on the continuum. (MSE)

ED 320 520 HE 023 614

Geographic Origins of Students, Fall 1989, Volume II.
**State Univ. of New York, Albany. Central Staff Office of Institutional Research.**
PUB DATE- Apr 90
NOTE- 541p.; For volumes 1 and 3, see HE 023 613-615. Photoreduced type on page xii will not reproduce legibly.

AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Foreign Students; Higher Education; In State Students; Out of State Students; *Place of Residence; *Residential Patterns; *School Demography; State Surveys; State Universities; Student Mobility
IDENTIFIERS- *State University of New York

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the fall 1989 term are presented in three volumes. Student data elements in the report include student level, student load, student history (first-time/transfer), and permanent residence. Institutional data elements include county of institution location, New York State Planning Region, and contiguous counties. This second volume comprises six parts. Part I contains a table for each New York State county indicating the number of students attending each SUNY institution. Part II displays the permanent residence of students from outside New York State, broken down by standard geographic regions. Parts III through V contain percent distributions of all undergraduate students, first-time full-time undergraduate students, and graduate students, in terms of institutional totals distributed across the four New York State Planning Regions and region totals distributed across institutions. Part VI reports the percent distribution of transfer undergraduate students, in terms of institutional totals distributed across the four New York State Planning Regions. A publications list of SUNY's Central Staff Office of Institutional Research is appended. (JDD)

ED 320 534                                IR 014 438

*Miller, Gary E.*
Interactive Technologies and the Transformation of the Curriculum.
PUB DATE- 88
NOTE- 7p.; Paper presented at the Alliance Conference on External Degree Programs (December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Curriculum Development; *Educational Change; *Educational Technology; *General Education; Higher Education

It is noted, firstly, that instructional technology has had difficulty in finding its place in higher education, and secondly, that higher education is currently undergoing a transformation as it adapts to new social needs. This transformation is described as revealing itself in a resurgence of curriculum reform with emphasis on general education and in the growth of the adult student population. It is concluded that the transformation offers new opportunities for instructional technology, but also underscores the need to create a new community of interest that combines technologists, curriculum reformers, and adult learning theorists. (2 references) (GL)

ED 320 550 IR 014 466

*Herrmann, Thom, Ed.*
Show & Tell. Proceedings of the Ontario Universities' Conference (1st, Guelph, Canada, May 1987).
Guelph Univ. (Ontario).
PUB DATE- May 87
NOTE- 217p.; For the proceedings of the 1988 conference, see IR 014 467.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Graphics; Computer Literacy; Databases; *Expert Systems; Foreign Countries; Higher Education; *Information Networks; *Information Technology; Interactive Video; Media Selection; *Teleconferencing
IDENTIFIERS- Canada; *Computer Mediated Communication; Ontario

Twenty-three conference papers focus on the use of information technology in Ontario's technical colleges and universities: "The Analytic Criticism Module--Authorial Structures & Design" (P. Beam); "Computing by Design" (R. D. Brown & J. D. Milliken); "Engineers and Computers" (P. S. Chisholm, M. Iwaniw, and G. Hayward); "Designing the CAL Screen: Problems and Processes" (R. Edmonds); "A Computer Aided Instruction in Dynamics" (H. Farazdaghi); "A Computer Assisted Curriculum Planning Program" (H. Farazdaghi); "RAPPI--Communications Networking in the Classroom" (L. Hazzan); "RAPPI--Open Door" (C. Hudel); "Computer Conferencing Systems: Educational Communications Facilitators" (C. S. Hunter); "Interactive Computer Art" (M. LeBlanc); "GEO-VITAL: Computer Enhanced Teaching in Geology" (I. P. Martini and S. Sadura); "Intentional Socialization and Computer-Mediated Communication" (E. K. McCreary & J. Ord); "Issues in the Development of Intelligent Tutoring Systems" (M. McLeish & K. Langton); "Which Objectives, Which Technologies? A Decision-Making Process" (C. Nash); "Library Instructional Module" (G. Pal, L. Rourke, and H. Salmon); "Computer-Assisted Language Learning (CALL) at the University of Guelph" (D. M. Paramskas); "Computer Literacy: A Practical Approach" (L. Pearce); "The EOP: Graphics & Teleconferencing" (J. Raymond); "Horticultural Production Systems Planning and Analysis" (J. W. Riekels); "The Impact of Interactive Video Teaching" (H. Schmidt); "The Use of the Veterinary Medical Information Management System (VMIMS) Database in Teaching" (T. Stirtzinger); "A Computer Science Summer Camp" (D. A. Swayne, J. VanDuren, and M. M. Shepherd); and "A Prototype Expert System for Teaching Brain/Behaviour Relationships" (M. Szwarc, S. Bandyopadhyay, G. Lasker, and D. Reynolds). References are provided in each of the papers. (GL)

ED 320 581 IR 053 178

Florida's Information Policy: Problems and Issues in the Information Age.
Florida State Legislature, Tallahassee.
PUB DATE- Apr 89
NOTE- 273p.; Joint Committee on Information Technology Resources.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; *Computer Software; *Confidential Records; Freedom of Information; Information Dissemination; *Policy Formation; Questionnaires; *Records Management; Surveys
IDENTIFIERS- Computer Security; Florida; *Government Records; *Information Policy

This report examines the major issues arising from the impact of information technology on the creation of government information and its storage, processing, and recordkeeping, based on information gathered through a literature search, several mailed questionnaires, and three public hearings. An outline of the background of the information policy debate in Florida includes: a brief history of public records law, general principles of access in Florida, definitions of public records, exemptions, content and format of access, the cost of access, and the enforcement of sanctions. Findings of the study are outlined in nine chapters: (1) Defining Reasonable Access; (2) Security Concerns; (3) Legal Issues Associated with Optical Storage; (4) Dissemination of Public Information; (5) Computer Software Issues; (6) Computer Matching; (7) Fair Information Practices; (8) Technological Impacts on Privacy; and (9) Records Management and Archival Concerns. Conclusions and recommendations for state information policy are outlined in the final section. Appended are the proposed information policy legislation, copies of the questionnaires used in the study, public hearing agendas, and laws and opinions related to the copyright of public software. (65 references) (GL)

ED 320 665                                    PS 018 838

*d'Agostino, Micheline*
Learning To Read...The Reasons.
**International Children's Centre, Paris (France).**
PUB DATE- 89
NOTE- 51p.; Inside cover has blurred type.
AVAILABLE FROM- "Children in the Tropics," International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Age Differences; Basic Skills; Developing Nations; Global Approach; Guidelines; Oral Language; *Reading Instruction; *Reading Processes; Reading Programs; Reading Research; Student Characteristics; *Textbooks; *Writing (Composition); Written Language

Initial general discussion of reading and writing is followed by discussions focusing on the process of learning to read, methods and texts, and ways to promote reading. The topic of the way one learns to read is addressed in terms of: (1) a definition of "knowing how to read"; (2) the distinction between teaching and learning; and (3) basic aspects of written and spoken language, including relations between sound and writing, and the structure of spoken and written language, words, and sentences. The process of learning to read is discussed in terms of social, emotional, and perception-related factors, and research on learning to read is examined. Both learner-centered methods and methods based on the written code, such as synthetic, analytic, and hybrid-eclectic methods, are discussed. Reading textbooks and textbook criticisms are considered. Guidelines for the promotion of reading focus on reading at different ages and in various contexts. Particular emphasis is placed on preliteracy, literacy, and postliteracy teaching. Concluding discussion briefly describes experiments around the world aimed at making reading a social practice and a factor contributing to national development. (RH)

ED 320 283 EA 021 949

*Bauer, Norman J.*
Schooling and Religion: A Secular Humanist View.
PUB DATE- Oct 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, October 25-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Humanism; Religion Studies; *Religious Education; State Church Separation

The proper relation between religion and public schooling is addressed in this paper which reviews the secular humanist position and recommends ways to pursue the study of religion in classrooms. This dual purpose is achieved through the following process: (1) reconstruction of an empirical-naturalistic image of reality (Image 1); (2) construction of an image of reflective thought, which is the product of this view of reality (Image 2); and (3) examination of the implications of the two images for the philosophy of education, sociopolitical order, and curricular content, organization, and implementation. The secular humanist position is not foreign to the notion of religious ideas and values. Images 1 and 2 stress the contemporary secular humanists' optimistic belief in human nature and scientific reason for the attainment of human fulfillment. This position is compatible with the stance held by the First Amendment to the U.S. Constitution for the integration of religious study within public schools. (17 references) (LMI)

ED 320 328 EC 231 136

*Fletcher, Ruth; And Others*

State Governance Systems for Interdistrict Collaboratives: What Makes a Difference? A Report of a National Study.

SPONS. AGENCY- National Association of State Directors of Special Education, Washington, D.C.

PUB DATE- Mar 90

NOTE- 29p.; Table 1 will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Policy; Consultation Programs; Coordination; Delivery Systems; *Disabilities; Elementary Secondary Education; *Governance; Government School Relationship; *Institutional Cooperation; Interdistrict Policies; *Intermediate Administrative Units; Regional Cooperation; Special Education; *State Departments of Education; *State School District Relationship

A trend toward increased use of interdistrict collaboratives to provide special education and related services has been noted over the past 2 decades, as school districts, particularly rural districts, face more complex educational demands. A survey of 50 state directors of special education found that 36 states have some form of state-governed interdistrict collaboratives among their school districts, and 33 of these states responded to a follow-up questionnaire. The forms of governance include intermediate education units, Boards of Cooperative Educational Services, and other interdistrict collaboratives established by statute or state board policy. Results showed that 72% of the states with interdistrict collaboratives are rural. The most prevalent service provided to school districts by the collaboratives is personnel development, followed by direct child services and projects for full educational opportunity goals. Survey results also identified common characteristics of collaboratives felt to be functioning very satisfactorily by the state education agencies, versus characteristics for collaboratives viewed less satisfactorily. No particular type of governance structure was found to contain the keys for effective collaboration. An appendix cites state statutes establishing interdistrict collaboratives. (JDD)

*Holmes, Joyce B.*

An Historical Analysis of Related Services Litigation for Handicapped Students.

**Florida Educational Research and Development Council, Inc., Sanibel.**
PUB DATE- 88
NOTE- 128p.
AVAILABLE FROM- Florida Educational Research and Development Council (FERDC), P.O. Box 506, Sanibel, FL 33957 ($3.00 each, $10.00 annual subscription).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Historical Materials (060)
DESCRIPTORS- *Ancillary School Services; *Court Litigation; *Disabilities; Educational History; *Educational Policy; Elementary Secondary Education; Federal Legislation; Medical Services; Occupational Therapy; Physical Therapy; Preschool Education; School Health Services; State Legislation; Transportation
IDENTIFIERS- Catheterization (Urinary); *Florida; Tracheostomy Suctioning

This study gathered information on services related to special education that are provided to meet the needs of students with disabilities. The study utilized an historical and legal approach, through analysis of: related services litigation at the judicial and state education administrative level; policy interpretations by the State Policy and Administrative Review Branch of the Division of Assistance to States, Bureau of Education for the Handicapped; and Florida law and related services provisions. Following a literature review, the study reviews nine court decisions pertaining to related services. It also covers selected state-level administrative decisions in the areas of medical, school health, and supportive services; physical therapy services; occupational therapy services; and transportation services. To determine the present status of school health services for handicapped children in Florida, data were analyzed from the Florida State Department of Health and Rehabilitative Services and a statewide survey was conducted specifically in the areas of suctioning and catheterization. An appendix lists, by school district, the number of handicapped children and youth receiving related services in Florida. Includes 77 references. (JDD)

ED 320 358 EC 231 169

Children of Cocaine: Facing the Issues.
Minnesota Univ., Minneapolis. Center for Early Education and Development.

PUB DATE- Apr 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cocaine; *Congenital Impairments; *Drug Abuse; Early Childhood Education; Health Services; Illegal Drug Use; *Incidence; Infants; Mothers; Parent Child Relationship; Pregnancy; *Prenatal Influences; Social Services

Statistical data illustrate the incidence of babies who have been prenatally exposed to cocaine. The damaging effects of maternal cocaine use on the fetus, infant, and young child are described, including: (1) prenatal strokes, malformed kidneys and limbs, and deformed hearts and lungs; (2) physical problems, social and emotional problems, and impaired learning in the first years of life; and (3) problems with interpersonal relationships and school in the preschool and early school years. The damaging effects of cocaine on families and on social services, health services, and educational services are also noted. Four proposed solutions to this social problem are outlined, along with their possible drawbacks. (JDD)

ED 320 373 EC 231 187

*Baker, Janice; Zigmond, Naomi*

Mainstreaming Learning Disabled Students: The Impact on Regular Education Students and Teachers.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
GRANT- G008730252
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Classroom Techniques; Elementary Education; *Learning Disabilities; *Mainstreaming; *Student Behavior; Student Reaction; *Teacher Behavior; Teacher Response; Teaching Methods; Time on Task

The study examined how adding students with learning disabilities (LD) to regular education classrooms changed the behavior of nonhandicapped students and their teachers. Initial observations were of mainstream classes containing no learning-disabled students. Observations were again conducted after LD students had been mainstreamed for 8 months. Eleven LD students were observed in five classrooms containing 89 nonhandicapped students in grades 1-5. Behaviors were coded in five areas: type of materials, grouping arrangement, person monitoring the activity, student response, and teacher response. Analyses of the observation data revealed no significant changes in teachers' behaviors after the implementation of the full-time mainstreaming program. Overall, nonhandicapped students spent the same amount of time reading in reading class and doing math in math class. Nonhandicapped students continued to be actively engaged in academic instruction about 35-40% of class time. Off-task behavior did not change significantly in reading and decreased significantly in math. Student time devoted to waiting and management decreased significantly in reading; and in both reading and math classes, teachers assigned less class time to workbooks and worksheets. Includes six references. (JDD)

ED 320 419                    FL 018 497

*Wright, Susan*

# The Effects of Style and Speaking Rate on /l/- Vocalisation in Local Cambridge English.

PUB DATE- 88
NOTE- 12p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Language Research; *Language Styles; *Language Variation; Linguistic Theory; *Phonology; *Pronunciation; *Regional Characteristics
IDENTIFIERS- *England (Cambridge); English (British); *Speech Rate

A study examined the effect of language style and variation in speech rate on the vocalization of /l/ in local Cambridge English. This sociolinguistic feature has been described as marking southeastern varieties of British English and as a connected speech process (CSP) in its sensitivity to variation in speaking rate. Language style variables were sentence reading and narrative reading. Sentence reading was slow, normal, or fast. Vocalization was measured as total, partial, or not at all. Vocalization scores were found to be similar for fast sentence reading and narrative. These results are discussed in terms of the speaker's possible approaches to different speech tasks. The occurrence of "/l/-clarification," in which the /l/ is moved from word-final position to the initial position in the following word, is also examined. It is concluded that style does play a significant role in distinguishing between CSPs affected by rate, and that CSPs functioning as fast speech strategies are influenced by style. (MSE)

ED 320 434 FL 018 598

*Stansfield, Charles W.; Thompson, Lynn*
Topical Bibliography of Proficiency-Related Publications: 1987-88.
**Center for Applied Linguistics, Washington, D.C.**
PUB DATE- 90
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Business Communication; Classroom Techniques; *Competency Based Education; Computer Assisted Instruction; Computer Oriented Programs; Cross Cultural Training; Interviews; *Language Proficiency; *Language Tests; Listening Skills; Oral Language; Reading Skills; Second Language Instruction; Teacher Certification; Teacher Education; Technological Advancement; Testing Problems; Uncommonly Taught Languages; Writing Skills

This bibliography is an addendum to a 1987 update of an earlier bibliography on proficiency-related issues in language teaching and testing. The bibliography includes publications that appeared in 1987 and 1988, and a few that appeared in 1986. The 84 citations include basic bibliographic information, and are organized in the following categories: (1) oral proficiency testing (history and background); (2) proficiency in the other modalities (listening, reading, writing, and culture); and (3) implications and applications of the proficiency concept for all modalities (subcategorized under curriculum, classroom instruction and testing, accuracy, focus on the learner, teacher education and certification, less commonly taught languages, technology, and business); and (4) the debate over the proficiency approach. (MSE)

ED 320 449 FL 018 660

*Berney, Tomi D.; Keyes, Jose*
The Bronx Computer Literacy and Methodologies of Bilingual Education Program for Vietnamese and Cambodian High School Students: Project CLIMB. Evaluation Section Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 26p.
GRANT- G008525202
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Cambodians; *English (Second Language); Evaluation Methods; Federal Programs; High Schools; High School Students; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Evaluation; *Second Language Learning; Staff Development; Vietnamese People
IDENTIFIERS- *Project CLIMB

The Bronx Computer Literacy and Methodologies of Bilingual Education Program for Vietnamese and Cambodian High School Students (Project CLIMB) served 221 students of limited English proficiency (LEP) at Christopher Columbus and Walton High Schools in the Bronx (New York City). The objectives of the program were to develop the students' academic skills, assist them to improve their competency in English, and foster parents' understanding of the American educational system. The program appeared to meet the attendance objective and met one of its staff development objectives. Recommendations were made that Walton High School should: (1) provide instruction on the role of the paraprofessional in the classroom; and (2) develop an instrument to measure staff awareness of students' needs and problems, or modify this objective. In addition, the project should provide required data for OREA to measure its objectives. (GLR)

ED 320 491 HE 023 574

Biomedical and Behavioral Research Scientists: Their Training and Supply. Volume III: Commissioned Papers.

**National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.**

SPONS. AGENCY- National Academy of Sciences, Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.
PUB DATE- 89
NOTE- 186p.; For related documents, see HE 023 572-573.
CONTRACT- N01-OD-2109
AVAILABLE FROM- Studies Section, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, NW--Room GR 402, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavioral Sciences; *Biomedicine; Employment Patterns; Evaluation Methods; Higher Education; Labor Market; Physicians; Productivity; Professional Training; *Research and Development; *Researchers; Scientists

Volume Three of the Biomedical and Behavioral Research Scientists study contains five commissioned papers. The first paper, "Evaluating the National Research Service Award Program (NRSA): A Review and Recommendations for the Future," (Georgina M. Pion) reviews previous evaluation activities of the NRSA program and proposes an agenda describing the types of evaluation activities that should be carried out over the next 5 years. The second paper, "Productivity" (Helen Hofer Gee) discusses the complexities, issues, and problems in the use of specific productivity measurements. The third paper, "Health Services Research Personnel: Demand, Supply, and Adequacy of Training Resources" (Elizabeth McGlynn) describes the training of individuals engaged in health services research, the various pathways used to produce these researchers, the current levels of support for training, and future events that might affect labor demand. The fourth paper, "Training of Physician/Scientists" (Lloyd H. Smith, Jr.) addresses the role of physician/scientists in conducting the nations's biomedical research program and how national policy should be shaped to ensure that a sufficient number of physician/scientists are available in the future. The fifth paper, "Biomedical/Behavioral Cohort Model: A Technical Paper" (Joe G. Baker) provides a descriptive overview of a model used to project the future labor market for biomedical and behavioral scientists. (GLR)

ED 320 505 HE 023 596

*Carraway, Cassandra Todd*
A Comparison of Three Critics of Higher Education. Specialization Paper.
PUB DATE- Jul 86
NOTE- 19p.; America Seminar (Fort Lauderdale, FL, July, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; College Instruction; College Students; *Criticism; Curriculum; Educational Objectives; *Educational Philosophy; *Higher Education; Literature Reviews
IDENTIFIERS- Hutchins (Robert); Kirk (Russell); Taylor (Harold); United States

This paper presents the views of three critics of higher education in America, chosen to represent the conservative, centrist, and liberal points of view. The critics are Russell Kirk (conservative), Robert Maynard Hutchins (middle ground), and Harold Taylor (liberal); and their views are presented within the framework of six concepts: (1) outlook toward man, (2) curriculum, (3) stance toward control of one's education, (4) who should have an education, (5) use or non-use of science, and (6) process. Outlook toward man ranges from "perfectibility" (students can make their own academic decisions) to "depraved" (students must be kept in line through discipline). Curriculum is viewed in a range from liberalizing to utilitarian types of courses. The control of one's education is argued from the notions of prescriptive versus free elective. The use or non-use of science in education is argued within the context of the behavioristic versus humanistic controversy, while the question of who should have an education is part of the elitist-democratic continuum considered by all critics of higher education. The final concept to be analyzed is process, that is, rationalism (in which decisions are made to conform to postulated truths) versus instrumentalism (which views the individual as the criterion for decision and process as more important than substance). Contains 16 references. (GLR)

ED 320 565 IR 014 482

*Lopez, Cecilia L.; Sullivan, Howard J.*

Locus of Control and Learner Control of CAI.

PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Computer Assisted Instruction; Grade 7; Grade 8; *Hispanic Americans; Intermode Differences; Junior High Schools; *Learner Controlled Instruction; *Locus of Control; Science Instruction; *Student Motivation

The purpose of this study was to investigate the effects of three levels of learner control (no control, moderate control, and high control) on the achievement and continuing motivation of Hispanic students. Two weeks prior to the experimental part of the study, 101 seventh and eighth grade Hispanics were pre-assessed along an internal-external dimension. Subjects were stratified by sex and grade, then randomly assigned within classes to one of three versions of a computer-assisted instructional program on insects. In the no learner control version, subjects were assigned to the complete computer-assisted instruction (CAI) program consisting of informational screens plus all practice questions, feedback, and content reviews for missed items. Subjects in the moderate learner control version received the informational screens, practice items, and feedback, but had the option of bypassing each content review. The high learner control version gave students the option of bypassing each set of practice questions, as well as the content review, for each question they responded to but answered incorrectly. Continuing motivation data revealed a significant preference to study science when it was presented on the computer as compared to study of another subject in paper and pencil form. Analysis of en route data revealed that subjects under high learner control chose to receive practice 89 percent of the time, resulting in a small practice difference of 11 percent between program control and high learner control. Although females were found to have a much more internal locus of control than males, there was no evidence that Hispanic learners with an internal locus of control perform better than those with an external locus when given a relatively high degree of control in a CAI program. (32 references) (Author/GL)

ED 320 596 IR 053 195

Educational Quality Indicators: Annotated Bibliography. Second Edition.

Alberta Dept. of Education, Edmonton.

REPORT NO.- ISBN-0-7732-0299-4

PUB DATE- Jan 90

NOTE- 115p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; School Effectiveness; Teacher Effectiveness

IDENTIFIERS- Canada; *Quality Indicators

This annotated bibliography of journal articles and documents on educational quality indicators contains approximately 230 entries arranged by the following topics: (1) indicator systems, including international, local/provincial/state, models, and national/federal systems; (2) interpretive framework (context, inputs, processes), including accountability, educational finance, educational reform and improvement, family/socioeconomic factors, school/school administration effectiveness, and teacher/teaching effectiveness; and (3) outcomes, including cognitive testing and achievement, issues, outcomes/results of education, and standards. An author/institution index is included, and the appendix lists additional resources on educational reform in Canada, educational statistics in Canada, and educational research methodology. (MES)

ED 320 388 FL 018 226

*Schwartz, Ana Maria; And Others*
The Guide: A Resource Handbook for Those Who Work with Limited English Proficient Students Pre-K to Adult Ed.
**Maryland Univ., Baltimore.**
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 89
NOTE- 119p.
GRANT- 05-5-22527
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Consultants; Elementary Secondary Education; *English (Second Language); Ethnic Groups; *Information Sources; *Limited English Speaking; *Organizations (Groups); *Professional Associations

This directory provides information about a variety of resources, organizational and material, in the Washington, D.C. metropolitan area (District of Columbia, Maryland, and Virginia) that may be helpful in serving limited-English-proficient populations. The first section consists of two parts. The first lists organizations and reference and instruction materials, alphabetically, giving telephone numbers where appropriate and providing an annotation on the services and publications offered. The second part lists educational institutions in a similar format, and contains information about program type, audience, special support services, curriculum materials, and special funding. The second section is an index to the full entries in the first section, listed by category: consulting or service agency, ethnic group, materials, program type, and educational institution. A geographical index is also provided. (MSE)

ED 320 463 FL 800 185

Spanish Literacy: ESL and Civics.
Los Angeles Unified School District, CA. Div. of Adult and Occupational Education.
PUB DATE- 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Citizenship Education; *Civics; Curriculum Guides; *English (Second Language); Immigrants; *Literacy Education; *Native Language Instruction; Second Language Instruction; Self Esteem; Social Integration; *Spanish; *Spanish Speaking

This guide is intended for use in the development of an English-as-a-Second-Language (ESL) course, and civics. The guide was produced in response to the high proportion of amnesty applicants illiterate in Spanish, their native language, and in need of instruction in ESL and civics, which are necessary for legalization. The guide consists of five sections. The first section contains a course outline for Spanish literacy, ESL, and civics, including 156 specific competencies in Spanish literacy, civics in Spanish, ESL structure, and ESL life skills. The second section offers ideas for inclusion of a unit on self-esteem and group interaction through communication. The third section consists of activities and reproducible materials for a 2-hour lesson in Spanish literacy and civics. Section four provides organizational guidelines and suggestions, including: specific planning and implementation ideas; self-esteem exercises; first-day objectives; suggestions for preventing problems, and for class organization; and a lesson format chart for 4 days of the week. The fifth section is a sample lesson plan for vocational ESL, with student and teacher activity sheets. A list of suggested materials and resources is attached. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 477 HE 023 559

*Neumann, Anna*

The Critical Faculty: Academic Leadership and the Quandary of Stability and Stress.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the annual meeting meeting of the American Education Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Administration; Faculty College Relationship; Fiscal Capacity; Higher Education; Institutional Characteristics; *Institutional Environment; *Leadership; School Funds; *Teacher Attitudes

The study describes a college which has achieved financial comfort and stability. The focus is on how campus members learn about the institution's financial condition and their attitudes toward the institution's resource strategies. Special attention is given to the views of persons outside the top administrative circle. The college, which has been given the pseudonym of Continental College in this report, was one of eight institutions participating in a study of organizational and leadership dynamics and experiencing various degrees of resource stress. Interviews with up to 15 administrators, faculty, and trustees were conducted on each campus to elicit personal views of leadership and campus life. In regard to Continental College conflicting views emerged, with some interviewees reporting that the college is very organized, efficient, and task-centered while others felt that the task orientation is distancing and depersonalizing. Faculty appeared more attuned to contradictions than did administrators. Views are presented in terms of the following: stability as appearance and reality, "organization" as resource strategy, learning in bureaucracy (e.g., nature of information flows, different learning roles), experience as the "flip side" of structure, and evaluation. The case of Continental College raises three concerns: (1) that financial stability is not necessarily associated with faculty vitality; (2) that the organizational images of control and stability may shield stressful and disordered internal realities; and (3) that concerns about learning are separated all too frequently from concerns about leadership. Contains 34 references. (DB)

ED 320 611 IR 053 228

*Preston, Nancy R., Comp.*
Automating the School Library Media Center. A Select ERIC Bibliography. Mini-Bib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 90
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Bibliographic Databases; Bibliographic Utilities; Elementary Secondary Education; *Integrated Library Systems; *Learning Resources Centers; *Library Automation; *Machine Readable Cataloging; *Online Catalogs
IDENTIFIERS- Retrospective Conversion (Library Catalogs)

This 13-item annotated bibliography was compiled through a search of the Educational Resources Information Center (ERIC) database using the following descriptors: Library Automation, Bibliographic Databases, Bibliographic Utilities, Online Catalogs, Machine Readable Cataloging, and Integrated Library Systems. Among the issues addressed are the impact of CD-ROM technology on the school library media center, planning for library automation, management of library automation, retrospective conversion, and expanding the online catalog. (GL)

ED 320 625 JC 900 349

*Cross, K. Patricia*
Celebrating Excellence in the Classroom.
PUB DATE- 21 May 90
NOTE- 24p.; Paper presented at the International Conference on Teaching Excellence (12th, Austin, TX, May 20-23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Classroom Research; College Faculty; College Role; Community Colleges; Feedback; Formative Evaluation; *Teacher Improvement; Teacher Participation; *Teacher Role; Two Year Colleges

The mission, curricula, students, and faculty of community colleges make them ideal laboratories for the study of teaching and learning at the college level. To accomplish this goal, community college faculty members should take on the role of classroom researchers, conducting careful, systematic, and patient studies of their students in the learning process. The purpose of classroom research is to help teachers assess the effectiveness of their own teaching, so that they may make appropriate modifications while their classes are still in progress. One form of classroom assessment solicits feedback on how students are learning. At the end of each class period, students are asked to write down the most important thing they learned that day and identify any questions they still have. Community colleges are in the best position to be leaders in developing expertise in college-level teaching for the following reasons: (1) community colleges are primarily teaching institutions; (2) no other type of institution has the same challenge or obligation for teaching excellence that the community college has; (3) the diverse community college curriculum offers a potentially productive laboratory for gaining knowledge about learning; (4) classroom teaching is especially important to commuter students, who constitute virtually all of community college students; (5) the practical orientation of community college teachers assures that the problems for classroom research are real problems that affect college teachers in their classrooms; and (6) the diversity of the community college student population is an advantage in studying the learning process. (WJT)

ED 320 638 JC 900 363

*Palmer, Jim*
The President's Role in Student Tracking.
George Mason Univ., Fairfax, VA. Center for Community Coll. Education.
PUB DATE- Jul 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *College Outcomes Assessment; *College Presidents; Community Colleges; Data Analysis; *Data Collection; Higher Education; Outcomes of Education; *Research Design; Research Utilization; Student Records; Two Year Colleges

Today's outcomes assessment movement places great expectations on a college's ability to generate longitudinal data on student flow and achievement. Though computers and data managers will play an important role in meeting these expectations, outcomes assessment is not just a data collection task. Its success depends on how clearly the goals of the inquiry are stated and how the results of the inquiry are used. The president's involvement will ensure that data collection yields needed insights into student goals and expectations and the effects of college experience on their career and academic development. A central leadership task is to specify the indicators of student progress and outcomes that the college will use. These indicators should be tied to the college's mission, have clear operational definitions, and allow the college to spot trends in such areas as course completion, retention, transfer, and job attainment rates. While much of the data for a tracking system is available through routine student records, tracing the academic and career experiences of students once they leave the college is more difficult. Presidents can help overcome these difficulties by committing sufficient financial resources to follow-up studies and personally working with the presidents of neighboring four-year colleges. Presidents should also play a role in setting guidelines for reporting and using student tracking data. They should require that outcomes reports be brief; focus on no more than one, clearly defined indicator at a time; avoid rank-order comparisons and complex inferential statistics; and stress that indicators are not absolute measures. (WJT)

ED 320 680 PS 018 865

*Deller, June*
Family Day Care Internationally: An Annotated Bibliography.
**Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.**
REPORT NO.- ISBN-0-7729-5339-2
PUB DATE- Mar 89
NOTE- 53p.; For Full Report, see PS 018 863. For Summary Report, see PS 018 864.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9 Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Early Childhood Education; *Family Day Care; Foreign Countries; *Global Approach; Legislation; Public Policy; Research; Resources; Training
IDENTIFIERS- Support Services

The purpose of this bibliography is to provide researchers and family day care practitioners with an extensive overview of the literature related to family day care around the world. Like the literature review it supplements, the bibliography is organized by location. Australia, Belgium, Canada, Denmark, Finland, France, Great Britain, India, Malaysia, Netherlands, New Zealand, Portugal, South Africa, Sweden, Switzerland, and the United States are included. An additional section concerns international literature. In each section, information is provided under these headings: legislation and policy, research, training and support programs, and organizational and individual resources. Annotations accompany the majority of listings. (RH)

ED 320 299 EA 021 976

*Mertz, Norma T.; McNeely, Sonja R.*
Groundbreakers: Females Who "Succeed" in Male-Dominated Line Administrative Positions.

PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Administrator Attitudes; Administrator Characteristics; Educational Administration; Elementary Secondary Education; *Females; Occupational Aspiration; Occupational Surveys; Principals; *Sex Discrimination; *Sex Fairness; Success; Superintendents; *Women Administrators

The process by which women successfully attained male-dominated administrative line positions as high school principals and superintendents and their perceptions of the process are examined in this descriptive study. The qualitative, inductive analysis is based on indepth interviews with 17 women principals and superintendents. Findings indicate two patterns of perceptions with different behavioral consequences: (1) "Work hard, be loyal and you will be rewarded"; and (2) "Work hard, work smart and make it happen". The perceptions held by each group had different behavioral consequences, especially for their interactions with men, views of gender discrimination, and advocacy of other females. Women in the first group (10) generally refrained from active female advocacy, discounted the presence of sex discrimination, and did not initially seek administrative careers. The second group (seven) tended to vigorously advocate other females, recognized gender discrimination, and initially aspired to careers in educational administration. Women striving to administrative positions decry the perceived lack of mutual female support. Given the larger number of women who hold the first viewpoint, their perceptions may not be surprising. (25 references) (LMI)

ED 320 359 EC 231 173

# Transition Programs for the Handicapped: Impact and Effectiveness. Executive Summary.

**Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.**

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 36p.; For the supporting data, see EC 231 174.
GRANT- G0085C3511
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Program Effectiveness; Program Evaluation; Secondary Education; Systems Development; *Transitional Programs
IDENTIFIERS- *Maine

A system was developed to evaluate the impact and effectiveness of transition services for special education students in Maine. The project's three phases included preliminary activities relevant to the development of the evaluation system; activities in developing, field testing, and revising the evaluation strategy; and selecting and evaluating the transition programs. Twenty-one of the 123 school districts in Maine participated. The system was designed to allow the state education agency to conduct further longitudinal study and to track the progress of individuals receiving transition services. The study contributed the following major findings, among others: (1) a significant number of local education agencies are not addressing transition needs in a formalized way; (2) successful transition programming shares some components with special education, such as referral and assessment, interagency collaboration, use of functional curricula, and active participation of parents and students; and (3) components unique to transition programs are not as successfully implemented, including community involvement, quantity and quality of job placements, student follow-up, postsecondary educational placements, and adjustment to community living. This executive summary contains a description of the project, methods and procedures used, results and discussion, recommendations, and a 46-item bibliography. (JDD)

ED 320 420 FL 018 553

*Berney, Tomi D.; Velasquez, Clara*
Project Aprendizaje, 1988-89. Evaluation Section Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 90
NOTE- 30p.
GRANT- T003A80043
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Advanced Courses; Attendance; *Bilingual Education Programs; Career Education; Computer Literacy; Computer Science; *English (Second Language); Extracurricular Activities; Federal Programs; Graduation Requirements; High Schools; Language Skills; Limited English Speaking; Native Language Instruction; *Program Evaluation; Skill Development; Spanish Speaking; Staff Development; Student Participation; Suspension; Typewriting
IDENTIFIERS- Content Area Teaching; *Project Aprendizaje NY

In it's first year, Project Aprendizaje served 250 students from the Dominican Republic and Puerto Rico at Seward Park High School in Manhattan (New York). Project objectives were to improve participants' language skills in Spanish and English, help participants successfully complete content area courses needed for graduation, and provide career orientation and skills to help participants enter the work force or higher education. Instruction was provided in English as a Second Language (ESL), native language arts (NLA), mathematics, global history, American government, advanced Spanish, and occupation and computer/business technology. The project met its objectives in ESL, student attendance, advanced Spanish, keyboarding, staff development, suspension rate, and extracurricular activities. Data were not appropriate to evaluate the NLA objective, and sample size was too small to evaluate one career advancement objective. Development of upper level curricula, using a mastery learning approach, to increase language capabilities before mainstreaming is recommended. (MSE)

ED 320 535 IR 014 440

Developing Distance Education. Report from the World Conference (14th, Oslo, Norway, August 9-16, 1988).
International Council for Distance Education.
PUB DATE- 89
NOTE- 49p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Developing Nations; *Distance Education; Donors; Foreign Countries; *Information Networks; Instructional Development; *International Organizations; *Professional Training; Program Evaluation
IDENTIFIERS- *UNESCO

This report of the proceedings of the 50th anniversary year of the International Council for Distance Education (ICDE) includes: (1) the text of the address given by Kevin Smith, the outgoing president of the organization; (2) a review by the outgoing president of activities of the ICDE during its first 50 years (from 1938 to 1988); (3) the text of the Broady Lecture, "Developing Distance Education," by Gro Harlem Brundtland, Prime Minister of Norway; (4) a review of the conference program; (5) minutes of the first and second business meetings held during the conference; (6) the text of the inaugural speech given by David Sewart, the incoming president; (7) a conference evaluation summary; (8) a report on the UNESCO-ICDE Round Table; and (9) a report on the International and Donor Bodies Round Table. Both of these reports noted the importance of collaboration among institutions, individual practitioners, and international and donor bodies in distance education, and identified training needs for developers of distance education programs and materials. (GL)

ED 320 582 IR 053 179

*Bundy, Alan, Ed.; Bundy, Judith, Ed.*

Garbage In--Garbage Out. The Need for Quality in the Age of Automation. Proceedings of the Australian Library and Information Association National Cataloguing Conference (8th, North Adelaide, South Australia, Australia, September 14-16, 1989).

**Australian Library and Information Association, Adelaide.**
REPORT NO.- ISBN-1-875145-03-6
PUB DATE- 90
NOTE- 134p.
AVAILABLE FROM- Auslib Press, P.O. Box 622, Blackwood, South Australia 5051, Australia ($28.00 Australian).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cataloging; Foreign Countries; *Information Retrieval; *Library Automation; *Library Education; Library Services; *Library Standards; Library Technical Processes; *Online Searching; User Needs (Information)
IDENTIFIERS- Australia; *Retrospective Conversion (Library Catalogs)

The 17 papers in this collection address aspects of quality data and quality of service to clients and the links between the two.

Two keynote addresses are included: "A Plea for Quality Cataloguing with a Consideration of the Audience for Our Product" and "Rare Book Cataloging with the Audience Again Considered" (both by J. B. Thomas III). The remaining papers are: (1) "Towards the Extended Catalogue: Views from a User-Oriented Employer" (E. Wainwright); (2) "Quality versus Quantity: Cataloguing Standards in Times of Economic Constraint" (H. Hoffmann); (3) "The Use of ABN Cataloguing Data in the Supersearch Retrieval Subsystem" (L. Groom); (4) "New Opportunities with Local Systems" (J. Churches and E. Richardson); (5) "An Analysis of User Failure in Subject Searching an Online Catalog" (B. Barrett and M. Maticka); (6) "Quality In, Quality Out...It Is Possible" (H. Thurlow); (7) "Retrospective Conversion of Rare Book Records at the National Library of Australia" (P. Haddad and E. Jovanovic); (8) "Retrospective Conversion: Garbage In--Gold Out" (R. Hancock); (9) "Library Collections, Conversions, and the Whole **** Thing" (M. Nicholas); (10) "Planning for Retrospective Conversion" (G. Villaume); (11) "Retrospective Conversion: Options and Guidelines" (M. Nicholas); (12) "Retrospective Conversion: Is It a Con Job?" (P. Haddad); (13) "Designing Information Retrieval Systems with the Client in Mind" (L. Allen); (14) "Faster Than a Speeding Bullet: Cataloging in the Age of Computers" (C. Schauder); and (15) "Garbage Out? The Quality of Library School Graduates" (C. Richardson and M. Exon). The program of the conference is provided, and a list of conference participants is appended. (GL)

ED 320 651 JC 900 385

*Catanzaro, James L., Ed.; Arnold, Allen D., Ed.*
Alternative Funding Sources. New Directions for Community Colleges, Number 68.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-843-6
PUB DATE- 89
NOTE- 128p.; Part of the Jossey-Bass Higher Education Series.
CONTRACT- RI88062002
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 (14.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alumni; Ancillary School Services; Community Colleges; *Corporate Support; Economic Development; *Educational Finance; Endowment Funds; Financial Needs; *Fund Raising; *Philanthropic Foundations; *Private Financial Support; Program Descriptions; Program Development; *School Business Relationship; School Community Relationship; School Support; Two Year Colleges

In an effort to identify and tap new sources of funds for community colleges, this monograph presents a series of descriptive articles on the most successful alternative funding ventures. In addition, the sourcebook provides a sense of where and how new ventures have aided two-year colleges and how other institutions might follow in this pursuit. The following articles are included: (1) "The Community College Foundation Today: History, Characteristics, and Assets," by Dan Angel and Dale Gares, and "Reasons for Success," by G. Jeremiah Ryan; (2) "Foundation Restricted Funds, A Special Application: Miami-Dade's Endowed Teaching Chair," by Horace Jerome Traylor, Stephen G. Katsinas, and Siegfried E. Herrmann; (3) "Alumni: Friends and Funds for Your Institution," by Richard J. Pokrass; (4) "Alternative Education/Alternative Revenue: Contract Training--Public and Private Sector Models," by Raymond Lestina and Beverly A. Curry, and "Media Technology Begets Revenue," by Jana B. Kooi; (5) "Economic Development, the Community College, and Technology Training," by Steve Maradian; (6) "Entrepreneurship in the Community College: Revenue Diversification," by Richard W. Brightman; (7) "A Case for Commercial Development of College Property," by Richard W. McDowell and W. Kenneth Lindner; and (8) "Performance Contracting: Profits and Perils," by Charles C. Spence and Jeffrey G. Oliver. Appendixes provide a guide to key resources and a list of companies that provide matching funds to junior or community colleges. (VVC)

PS

ED 320 284 EA 021 950

Improving Education: School Districts Implementing the Effective Schools Model. Committee Print Prepared for the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session, February 1990.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- Feb 90
NOTE- 59p.; Report not officially adopted by the Committee on Education and Labor or pertinent subcommittee thereof. Serial No. 101-L.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Quality; *Effective Schools Research; Elementary Secondary Education; Excellence in Education; *Outcomes of Education; *School Effectiveness
IDENTIFIERS- *Congress 101st

This preliminary staff report focuses on how nine individual school districts and one county education office implemented their own effective schools programs. The districts provided data in response to a committee questionnaire. The districts and lone county office were selected on the basis of how well their programs reflected the legislative definition of an effective schools project as defined in Chapter 2, Title I of the Elementary and Secondary Education Act of 1965. The districts and the lone county office successfully implemented their effective schools projects based on the following phenomena that either demonstrated or directly improved student outcomes: (1) higher competency test scores; (2) greater school-community collaboration in developing improvement plans; (3) increased outside technical assistance; (4) improved attendance and lowered dropout rates; and (5) structured implementation. (JAM)

ED 320 315 EC 231 122

*Unruh, David*
Problem-Solving and Information Processing: A Framework for Understanding Behavioral Disorders.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Behavior Disorders; Cognitive Processes; Elementary Secondary Education; Generalization; *Interpersonal Competence; *Intervention; *Models; *Problem Solving; *Student

Evaluation; Theories
IDENTIFIERS- Hypothesis Testing Model; Information Processing Model

This paper presents the Hypothesis Testing Theory/Model and the Information Processing Model developed by M. Parrill-Bernstein in relation to the field of behavior disorders. The models provide a framework for (1) studying both problem solving skills and social behavior and (2) developing intervention programs for behavior disordered adolescents. The hypothesis testing theory is discussed in terms of problem solving steps and the impact of ineffective problem solving on both academic and social skills. The components of the Information Processing Model described include attention, concept organization, memory, language, and cognitive mapping, all of which contribute to a final component, social cognition. Social cognition, in turn, is reflected in the observable behavior referred to as social competence, which includes the skills of role taking, person perception, and perspective taking, all three of which are necessary for successful social adjustment. Implications of the two models for assessment and intervention are discussed in detail. Intervention programs would be based upon assessment of each of the problem solving focusing on skill remediation and generalization of newly acquired social skills to new environments. Contains 40 references. (DB)

ED 320 404 FL 018 482

*Yaeger-Dror, Malcah*
Realtime vs. Apparent Time Change in Montreal French.
PUB DATE- 88
NOTE- 14p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Diachronic Linguistics; Foreign Countries; *French; *Language Patterns; Linguistic Theory; Longitudinal Studies; *Phonology; Regional Dialects; *Vowels
IDENTIFIERS- *French (Canadian); *Quebec (Montreal)

Analysis of a dialect's phonological change over time compares the vowel systems of individual speakers in 1971 and 1984. Subjects were four speakers of Montreal French. Two were born between 1910 and 1920, and two between 1944 and 1950. One individual in each pair was upper middle class and one was not, and no change of social status occurred during the period of the study. The linguistic features examined in the speech of the individuals include chain shifting and lexical diffusion. The three following conclusions are drawn: (1) lengthened vowels do not follow the pattern of chain shifting proposed in previous research; (2) the hypothesis that lexical diffusion is necessarily ultimately resolved is not supported; and (3) fine acoustic phonetic analysis demonstrates that phonological changes can continue after adolescence for native speakers of a dialect. The change is not conscious, and is more significant for speakers whose phonology was originally more conservative. (MSE)

ED 320 435 FL 018 599

*Bland, Susan Kesner*
Grammatical Consciousness-Raising and the Lexicon.

PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; *Language Processing; Learning Strategies; Linguistic Theory; *Pragmatics; *Second Language Instruction; *Semantics; *Vocabulary Development
IDENTIFIERS- *Grammatical Consciousness Raising

A role is proposed for the lexicon in the grammatical consciousness-raising (GCR) framework for second language teaching outlined by W. Rutherford and M. Sharwood Smith (1987, 1988). First, a lexical framework that offers a series of questions to help teachers discover the relevant semantic and pragmatic information associated with grammatical structures is discussed. This framework assures a more systematic approach to what otherwise seems to be an infinite range of information. It is then argued that a consideration of the semantic and pragmatic generalizations and principles associated with grammatical structure is consistent with the major goals and assumptions of GCR. Activities for building lexical knowledge about grammatical structures that correspond with GCR activities are described, including judgment and discrimination exercises, such as drawing inferences, paraphrasing, creating context, and judging appropriateness. It is suggested that the vastness of information networks in a lexical framework necessitates teaching students various strategies that encourage schema building, associational thinking, and inferencing. These strategies sensitize learners to discovering this type of information for themselves and support language development. (MSE)

ED 320 521 HE 023 615

Trends in Geographic Origins of Students, Full-Time, 1959-1989; First-Time Full-Time, 1982-1989. Volume III.

**State Univ. of New York, Albany. Central Staff Office of Institutional Research.**

PUB DATE- Apr 90

NOTE- 612p.; For volumes 1 and 2, see HE 023 613-614. Photoreduced type on page xv will not reproduce legibly.

AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

LANGUAGE- English

EDRS Price - MF03/PC25 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Students; *Enrollment Trends; Foreign Students; Higher Education; In State Students; Out of State Students; *Place of Residence; *Residential Patterns; *School Demography; State Surveys; State Universities; Student Mobility

IDENTIFIERS- *State University of New York

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the fall 1989 term are presented in three volumes. Student data elements in the report include student level, student load, student history (first-time/transfer), and permanent residence. Institutional data elements include county of institution location, New York State Planning Region, and contiguous counties. This third volume covers enrollment trends. Part I covers 1959-1989, providing data by individual institution and institutional type for the percent of the institution's full-time students who come from: the institution's area of location; elsewhere in New York State; elsewhere in the United States; and foreign countries. Part II displays a 7-year trend in the New York origins of full-time, first-time students for each SUNY institution or institution type. Subtotals are available for New York State, New York City, Long Island, and contiguous counties. Part III shows a 7-year trend for full-time first-time students from each New York county (along with Long Island, New York City, and New York State totals). A list of publications of the Central Staff Office of Institutional Research is included. (JDD)

ED 320 597                                    IR 053 196

*Penchansky, Mimi B., Comp.; And Others*
Future Librarianship: Technology and the Profession. An Annotated Selective Bibliography on the Theme of the 1989 LACUNY Institute.
**City Univ. of New York, N.Y. Library Association.**
PUB DATE- 89
NOTE- 38p.
AVAILABLE FROM- Library Association of the City University of New York, Queens College Library, Flushing, NY 11367 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Futures (of Society); *Information Technology; *Librarians; *Library Automation; *Library Role; *Library Science
IDENTIFIERS- *Information Age

This annotated bibliography focuses on recent literature dealing with librarianship and future technology. The first section lists 38 articles on the impact of technology on librarianship as a profession. In the second section, 32 articles on the applications of technology to academic, research, public, and special libraries of the future are abstracted. The final section lists 30 articles on the projections of libraries of the future in the Information Age. The agenda for a 1989 institute sponsored by the Library Association of the City University of New York (LACUNY) on librarianship in the Information Age and a list of alternative career directions for librarians are included. (MES)

ED 320 666 PS 018 842

*Needlman, Gloria*
Make Good-bye an Easier Word: Separation in the Nursery School.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Planning; *Educational Practices; Guidelines; *Preschool Children; Preschool Education; *Separation Anxiety; *Student Role; *Teacher Role; Teacher Student Relationship

Unusual instances of the separation of young children from their teachers and the solutions devised to address the problem are described by a veteran nursery school teacher at the University of Chicago Laboratory School. The anecdotes are offered with the intention of helping children cope with change and helping teachers say good-bye more easily. (RH)

ED 320 681 PS 018 868

Integrating Children Experiencing Special Needs in Day Nurseries: A Background Report.

Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.

REPORT NO.- ISBN-0-7729-3379-0

PUB DATE- Jan 88
NOTE- 115p.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Coordination; *Day Care; *Definitions; *Disabilities; Early Childhood Education; Foreign Countries; Literature Reviews; *Mainstreaming; Specialists; *Staff Role; Surveys
IDENTIFIERS- Ontario; *Support Services

Based on a review of day nursery programs for children and families with special needs, this background paper describes the way in which the day nursery system, in Ontario and elsewhere, serves such children and families. The review covered: (1) literature and government legislation and policies related to day nursery services for special needs children and families; and (2) a sample of day nursery programs and specialized resources for the special needs population. Background information in part 1 includes methodology and is followed by sections that present the information gathered through the reviews. Part 2 discusses the literature, Ontario legislation, and policies. Part 3 reports information collected through the review of integrated day nursery programs. Part 4 describes the results of the review of specialist and support services available to the day nursery system. While parts 2, 3, and 4 may stand on their own, they also establish a knowledge base and a set of relationships that lead to the final section. Part 5 integrates the information previously presented into a discussion of a set of issues and conclusions relevant to improving the delivery of child care services to children and families with special needs. Appendices provide a glossary of terms and lists of the programs, services, and staff members surveyed. (RH)

ED 320 329                    EC 231 137

# Special Education Personnel in Michigan Public Schools, 1980-89.

**Michigan State Board of Education, Lansing.**
PUB DATE- Feb 90
NOTE- 58p.; A product of Special Education Services.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Alternative Teacher Certification; Beginning Teachers; *Disabilities; Elementary Secondary Education; *Enrollment; *Labor Turnover; Professional Personnel; Public Schools; *Special Education Teachers; *Teacher Certification; Teacher Characteristics; Teacher Qualifications; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Michigan

The report analyzes data on Michigan special education professional personnel as they relate to such factors as age, educational attainment, teaching experience, certificate endorsement area, and supply. The report is divided into five sections: (1) instructional-ancillary personnel and student counts; (2) personnel attrition and retention rates; (3) certificate endorsements for school years 1980 through 1989; (4) instructional personnel approvals for 1980 through 1989; and (5) administrative-supervisory personnel and student count. (JDD)

ED 320 344 EC 231 153

*Center, David B.; Kaufman, Melvin E.*
Are More Teacher Educators for Behavioral Disorders Needed?
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual TECBD Conference on Severe Behavioral Disorders of Children and Youth (Tempe, AZ, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Faculty Recruitment; Higher Education; Job Applicants; *Personnel Needs; *Teacher Educators; Teacher Qualifications; *Teacher Supply and Demand; Teaching Experience

The study surveyed 63 institutions of higher education who sought behavioral disorders faculty through advertisements in the "Chronicle of Higher Education." Thirty-nine institutions responded to the questionnaire about faculty search and their academic departments. Only 71% indicated that they had found a suitable faculty member. The average number of applicants was 20.7, and the average search took 7.7 months. Of the positions filled, 81.5% were by individuals holding doctoral degrees, another 6% had completed all requirements for a doctoral degree except the dissertation, and 12.5% were non-doctoral applicants. Though experienced applicants with teaching and research skills were considered most desirable, 85% reported employing an individual characterized as having limited or no experience. Seventy percent of all respondents reported that they were dissatisfied with the overall quality of the applicants for their position. Seventy-nine percent reported that there was an adequate number of female applicants, but 95% indicated that there was an inadequate number of minority applicants. It is concluded that higher education institutions should consider making faculty positions more attractive and competitive, and leadership preparation programs need to select students who are committed to careers in teacher education. Includes 15 references. (JDD)

ED 320 374 EC 231 188

*Woolman, Ina S.; DiSanto, Diane*
Operationalizing a Definition: Rhode Island's Learning Disabilities

Identification Process.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Educational Diagnosis; Educational Trends; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; Incidence; *Learning Disabilities; *State Standards; Student Evaluation; Team Training; *Teamwork
IDENTIFIERS- *Rhode Island

To reduce Rhode Island's high percentage of students being classified as learning disabled, an advisory committee recommended development of a statewide Learning Disabilities Identification Process (L.D.I.D.), to prepare evaluation teams to consistently consider regulatory criteria and to justify their decisions when making learning disability determinations. L.D.I.D. helps teams share and analyze information, focus on the severe discrepancy criterion, keep distractors out of the way, and maintain team professional decision-making responsibility. The approach features analysis and recording of information to concentrate on ability and achievement, and appropriate use of a statistical comparison of scores. Evaluation team members are informed of appropriate evaluation practices through district workshops, a network of contact persons, and a newsletter. The process is being implemented in over 90% of Rhode Island's school districts. A Guideline Chart, which indicates how the student's performance compares to a benchmark level of 1.5 standard deviations of difference on ability and achievement test scores, is used as a legitimate tool by teams but does not dominate decision making. Rhode Island's learning disability incidence figures are declining. Seven references and three related documents are listed. (JDD)

ED 320 389 FL 018 232

*Kosbab, F. Paul*
Motivational Attitudes of American College Students of German in the Eighties: A Questionnaire Study.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *German; Higher Education; *Learning Motivation; Second Language Learning; *Student Attitudes; *Student Motivation; Surveys
IDENTIFIERS- *Oklahoma State University

A survey of German language students at all levels at Oklahoma State University sought information on the students' motivation for learning the language, previous exposure to it, attitudes toward the language and its structures, preferred language learning strategies, difficulties with aspects of the language, and actual or anticipated uses of German. Results from 66 responses to the study questionnaire (out of approximately 88 sent) indicate a variety of motivations, and considerable tourist or living experience in Germany or German family heritage. A majority of the students indicated some difficulty with German phonology, and most found German structure to be difficult but learnable. Almost 90% preferred a combination of formal and informal language learning strategies. More than half of the students found that they translated into and from German during learning, using English as their main vehicle of thought, and most viewed their instructors as embodiments of German language and culture. Over 80% could imagine living in West Germany, and most liked German food and could imagine being married to a German spouse. (MSE)

ED 320 450                    FL 018 661

*Giri, Ram Ashish*
English Language Teaching in Nepal: A Descriptive Survey Report.
PUB DATE- Jun 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; *Curriculum Evaluation; Educational Trends; *English (Second Language); Foreign Countries; Instructional Materials; Language Teachers; Secondary Education; *Second Language Instruction; Surveys; Teacher Effectiveness; Teacher Qualifications; Teaching Methods
IDENTIFIERS- *Nepal

An overview of English language education in Nepal is provided, and a discussion of a study focusing on the English language education situation in Nepal is presented. The investigation sought to answer the following questions: (1) What kind of English curriculum does Nepal have? (2) Who designs and prescribes curriculum, curriculum materials, and textbooks? (3) Do the teachers have any role in the curriculum process? (4) What kind of background do the teachers have? and (5) Are there enough teaching and learning aids available? Answers to these questions are provided, and some of the most prevalent problems that English language teaching (ELT) is facing in Nepal are revealed. (GLR)

ED 320 464 FL 800 186

Amnesty Education Program Review: An Integration of Program Leadership and Instructional Improvement.

**California State Dept. of Education, Sacramento. Amnesty Education Office.**

PUB DATE- 90

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Basic Education; Citizenship Education; Civics; English (Second Language); *Evaluation Criteria; *Immigrants; *Literacy Education; *Program Evaluation; Second Language Instruction; State Programs

IDENTIFIERS- Immigration Reform and Control Act 1986; *State Legalization Impact Assistance Grants

This guide to the evaluation of immigrant legalization education programs in agencies approved for State Legalization Impact Assistance Grants (SLIAG) is divided into two parts. The first part describes how an agency's staff members can review their program in terms of quality criteria. Rating criteria and forms are provided for assessing overall program organization, application and transfer of learning, teacher monitoring and classroom communication, learning styles and processes, appropriateness of materials, classroom grouping strategies, and student guidance options. The second part describes how an agency's staff members can review their programs for legal requirements through pre-enrollment appraisal, assessment, record-keeping (basic student information, residence information, attendance records, and certification), fiscal controls (accounting system, reimbursement claims, and equipment), and program information and evaluation. A summary profile form and a teacher self-evaluation form are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 492 HE 023 576

Campus Life: In Search of Community. A Special Report.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

REPORT NO.- ISBN-0-931050-38-3
PUB DATE- 90
NOTE- 157p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Colleges; *Community Development; Community Role; *Educational Principles; *Group Unity; Higher Education; Quality of Life; *Social Problems; Standards; *Values

A national study of social conditions on college campuses found that college officials were concerned about alcohol and drug abuse, crime, breakdown of civility, racial tensions, sex discrimination, and a diminishing commitment to teaching and learning. In response to those findings, this book proposes that both academic and civic standards be clarified and that the enduring values that undergird a community of learning be precisely defined. Six principles are presented that provide a formula for day-to-day decision making on the campus and define the kind of community every college and university should strive to be: (1) a purposeful community, (2) an open community, (3) a just community, (4) a disciplined community, (5) a caring community, and (6) a celebrative community. Appendices present detailed results of the 1989 national survey by the Carnegie Foundation that formed the basis for this report. The survey identified campus life issues of concern, as perceived by 382 responding institutions in the National Survey of College and University Presidents and 355 responding institutions in the 1989 National Survey of Chief Student Affairs Officers by the American Council on Education and the National Association of Student Personnel Administrators. The survey also analyzed views on improving campus life, actions likely to improve campus life, and changes over 5 years in specific problem areas. Reference notes accompany each chapter. (JDD)

ED 320 506 HE 023 597

*Swanson, Judy H.*
The Effectiveness of Tutorial Strategies: An Experimental Evaluation.

SPONS. AGENCY- NCR Corp., Atlanta, GA. Human Interface Center.
PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Discovery Learning; Higher Education; Individual Instruction; *Learning Strategies; Lecture Method; *Teaching Methods; *Tutoring; Undergraduate Study

The effectiveness of three tutorial strategies was evaluated by experimentally manipulating the strategies used in a 2 X 3 factorial design. Two tutors taught 48 college undergraduates a basic optics lesson about "how lenses work," using three instructional methods which varied the amount of tutor control. In the lecture condition, tutors assumed full control; in the discovery condition, students assumed full control; and in the contingent condition, tutor control was adapted to the needs of individual students. Serving as a baseline, eight students learned the same lesson from a text. Generalized regression analysis was used to assess the effects of aptitudes, treatments, and their interactions (ATI). Significant ATI suggested that discovery methods were particularly ineffective with low ability students, whereas less able students benefited from contingent techniques, and lecture techniques produced intermediate results. When correctly applied, contingent instruction produced the highest learning outcomes across the ability range; however, this strategy proved difficult to carry out consistently. Implications for tutor training and the development of "intelligent" tutoring systems are discussed. Contains 21 references. (Author)

ED 320 551 IR 014 467

*Herrmann, Thom, Ed.*
Show & Tell '88. Proceedings from the Annual Ontario Universities' Conference (Guelph, Canada, April 20-22, 1988).
Guelph Univ. (Ontario).
REPORT NO.- ISBN-0-88955-151-0
PUB DATE- 88
NOTE- 202p.; For the proceedings of the 1987 conference, see IR 014 466.
AVAILABLE FROM- Media Distribution, University of Guelph, Guelph, Ontario, Canada N1G 2W1.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Databases; Drama; *Expert Systems; Foreign Countries; Higher Education; *Instructional Development; Intellectual Property; *Interaction; Interactive Video; Teacher Student Ratio; Videotape Recordings
IDENTIFIERS- Canada; Cognitive Apprenticeships; Computer Mediated Communication; Ontario

The 35 papers included in these proceedings report on innovative approaches to teaching used by faculty members at Ontario's technical colleges and universities. Included in this collection are papers on optimum instructional methods using microcomputers, teaching French conversational classes through drama, competencies for the educational developer, software development guidelines, educational delivery models using computer databases, interactive audio, journals across the curriculum, electronic technology and the intellectual property enclosure movement, teaching information design, a practical solution for high student-teacher ratios, student journals as a method for achieving cognitive apprenticeship in writing in the social sciences, computer mediated communication, expert system shells for student-developed social science instructional software and for tutoring in cognitive neuroscience, interactive videodisc instruction, a method for interactive seminars, and computer-assisted instruction modules in soil science. References are provided in each of the papers. (GL)

ED 320 566 IR 014 484

*Wedemeyer, Dan J., Ed.; Lofstrom, Mark D., Ed.*

Pacific Telecommunications: Weaving the Technological and Social Fabric. Proceedings of the Annual Conference of the Pacific Telecommunications Council (12th, Honolulu, Hawaii, January 14-17, 1990).

Pacific Telecommunications Council, Honolulu, HI.

PUB DATE- Jan 90

NOTE- 719p.; For the proceedings of the 1987 conference, see ED 282 552.

LANGUAGE- English

EDRS Price - MF04/PC29 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Communications Satellites; *Distance Education; *Information Networks; *Intellectual Property; International Organizations; *Online Vendors; Policy Formation; Rural Areas; *Telecommunications

IDENTIFIERS- Broadband Cable Teleservices; Connectivity; Disaster Planning; Electronic Trading; Fiber Optics; High Definition Television; Pacific Region; Travel Industry; Very Small Aperture Terminal Technology

The 1990 conference was designed to afford an opportunity to assess the dynamic developments in telecommunications during the 1980s and to gain perspectives on the ways in which telecommunications can most effectively be integrated into society during the 1990s. These proceedings contain more than 100 papers presented during sessions addressing the following topics: connectivity, marketplace issues, high definition television, major issues in world communication, the impact of telecommunications technology on intellectual property rights, regional communications in a global setting, the information revolution in the Pacific rim, regulatory issues, Pacific satellite proposals and developments, fiber optics technology and systems, broadband, Very Small Aperture Terminal (VSAT) technology, mobile communication, distance learning technology and techniques, business applications, information providers, transborder applications, telecommunications and the travel industry, rural and remote applications of telecommunications, telework, and electronic trade. Most of the papers include references. (GL)

ED 320 612 IR 053 234

*Payer, Elizabeth; And Others*

Institutional Projects Funded by OERI.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-90-976g
PUB DATE- Mar 90
NOTE- 67p.; For previous edition, see ED 303 159.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clearinghouses; *Educational Research; *Federal Programs; Mission Statements; *Research and Development Centers
IDENTIFIERS- ERIC; Leadership in Educational Administration; National Center for Education Statistics; National Diffusion Network; Star Schools

Originally issued in December 1986, this directory is a revised listing of long-term, nondiscretionary projects funded by the Office of Educational Research and Improvement (OERI). It includes the addresses, telephone numbers, mission statements, major activities, and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Diffusion Network State Facilitators, the Leadership in Educational Administration Development (LEAD) Program, the Star Schools Demonstration Program, and major National Center for Education Statistics data collection efforts. It also lists the OERI project officers monitoring the projects for the Federal Government. (GL)

JC

ED 320 300 EA 021 982

*Radnor, Hillary A.*
Complexities and Compromises: The New Era at Parkview School.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Foreign Countries; Group Structure; *Interaction; Intergroup Relations; Interpersonal Relationship; Personal Autonomy; Political Influences; Power Structure; Secondary Education; *Teacher Alienation; Teacher Morale; *Teacher Role
IDENTIFIERS- *England

A case study of a mixed comprehensive school with an age range of 11-16 investigates the management of the first externally imposed change on the secondary school system during the years 1987-89. Implemented in 1986, the General Certificate of Secondary Education (GCSE) is a national examination for all 16-year-olds delivered through the subjects of the curriculum. An interactionist micropolitical approach is used to understand organizational implementation processes from individual definitions of the situation and as a political activity. Participant observation and interviews with Curriculum Team Leaders (CTLs), the school Head, and administrative staff generated information about the effects of the new GCSE requirements on school management and personnel responses. Findings indicate that CTLs rely on interpersonal processes stressing collegiality to manage inherent role conflicts. Lukes' (1974) three-dimensional view of power is applied to examine the ways in which social forces, institutional practices, and individual decisions exclude potential issues from politics. Although observable conflict may be avoided, an implicit references to potential conflict remains. CTLs in these situations feel alienated from the dominant hierarchical power structure. Viewing the implementation of change from a micropolitical perspective highlights the degree to which leaders have experienced a decline in freedom of expression. Heads of departments in their new role of CTLs have become curriculum managers instead of initiators. An awareness of their situation combined with a sense of powerlessness has contributed to professional compliance, which heralds the first stage of the teacher as technical worker. (9 references) (LMI)

ED 320 405 FL 018 483

*Douglas-Cowie, E.; Cowie, R.*
Speech Disorder as a Sociolinguistic Problem.

PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; Comparative Analysis; *Deafness; Foreign Countries; *Hearing Impairments; *Language Attitudes; Language Research; Linguistic Theory; Questionnaires; *Responses; *Sociolinguistics; *Speech Handicaps

This study compared listener response to normal and deafened speakers, and attempted to identify: (1) the basic types of judgments that underlie listeners' responses and those that are likely to be abnormal when the speaker is deafened; and (2) the features of speech responsible for particular reaction types. Subjects were 47 moderately to profoundly postlingually deafened individuals, 19 control speakers, and 660 normal hearing listeners. Recordings of the speakers' reading and less formal speech were evaluated by the listeners. Listeners then responded to a questionnaire that concerned the following: (1) emotional reactions to deafened speakers; (2) assessments of deafened speakers' competence, personality and social relationship, educational and occupational status, and psychological and physical states; and (3) assessments of deafened speakers' speech and language. Results show that listener responses to the profoundly deafened were much stronger than to the hard-of-hearing. The findings suggest that profoundly deafened people face real and extensive social obstacles except in optimal speaking conditions. (MSE)

ED 320 478 HE 023 560

*Clagett, Craig A.*
Interpreting and Presenting Data to Management. Air Professional File Number 36.
**Association for Institutional Research.**
PUB DATE- 90
NOTE- 7p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication (Thought Transfer); *Data Interpretation; Higher Education; *Information Dissemination; Institutional Research; Management Systems; *Organizational Communication; Research and Development; *Research Utilization; *Statistical Data; *Technical Writing; Theory Practice Relationship

Guidelines are offered to institutional researchers and planning analysts for presenting research results in formats and levels of sophistication that are accessible to top management. Fundamental principles include: (1) know what is needed; (2) know when the information is needed; (3) match format to analytical sophistication and learning preferences of recipients; (4) focus on one or two research questions or conclusions; (5) include a brief summary; (6) eschew obfuscation; (7) use graphics sparingly and correctly; (8) integrate tables and graphics into text or presentation; (9) consider infrequent use of analogies, mnemonics, or other verbal aids; and (10) repeat major findings in subsequent communications when opportune. Also discussed are the use of tables versus graphs; principles of tabular design; principles of graphic design; graph purposes, types, and effectiveness; written reports; and oral presentations. Contains 19 references. (DB)

ED 320 536 IR 014 441

*Vitchoff, Lorraine*

Issues Around Integrating Technology into the Educational Environment.

PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Planning; Elementary Secondary Education; Microcomputers; *Power Structure; Program Evaluation; Program Implementation; *Staff Development; *Teacher Education

This discussion of the issues relating to the integration of computer technology into the educational setting is divided into six major sections: (1) Board of Educations' Commitments to Thorough and Continuing Training Programs in the Area of Computer Technology; (2) Educating the Present Superintendents, Business Administrators, and Decision Makers in Education in the Area of Computer Uses in Education; (3) Including the Area of Technology in the College Course Work of Future Teachers and School Administrators; (4) Political Structure and Decision Makers; (5) Strengths, Weaknesses, Opportunities, and Threats Relating to the Integration of Technology into the Educational Setting; and (6) Plan of Action for Integrating Technology into the Educational Environment. Appended are an outline of recommended goals and objectives for a computer literacy course for teachers, a diagram of the political hierarchy involved in the decision to integrate technology into the educational setting, and a list of interview questions used with decision makers in preparing the fourth section of the paper. (16 references) (GL)

ED 320 598 IR 053 197

*Higgins, Judith H.*
An Information-Sharing System for Students: The New York Experience.
PUB DATE- Jul 89
NOTE- 36p.; Paper presented at the Annual Conference of the International Association of School Librarians (18th, Subang Jaya, Malaysia, July 22-26, 1989). For the King Research Systems Report, see ED 314 077.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Library Cooperation; *Library Networks; *School Libraries; *Shared Library Resources; State Programs
IDENTIFIERS- *Boards of Cooperative Educational Services; *New York

Following historical background on the 46 School Library Systems in New York State, the following topics relating to the systems are discussed: (1) mandates set up for the systems by the State Board of Regents; (2) required 3-year Plans of Service which explain how the mandates will be carried out; (3) governance; (4) funding; (5) creation of automated catalogs; (6) access to serials; (7) interlibrary loan procedures; (8) delivery systems for interlibrary loans; (9) cooperative collection development; (10) promotion of awareness of resources and services among teachers and administrators; (11) staff development; and (12) achievements of the school library systems. The recommendations of a 1987 study of the school library systems by King Research are highlighted. (24 references) (MES)

ED 320 626 JC 900 350

*Conrath, Nancy L.; Heinselman, James L.*

Annual Information Digest, Los Angeles Community Colleges, 1988-89.

**Los Angeles Community Coll. District, Calif. Educational Services Div.**

REPORT NO.- AID-002-GDK
PUB DATE- Mar 90
NOTE- 156p.; Prepared by the Office of Research, Planning, and Analysis.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Programs; College Transfer Students; Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; Multicampus Districts; Population Trends; School Demography; School District Size; School District Spending; *Student Characteristics; Two Year Colleges; *Two Year College Students

This databook provides information on the nine colleges in the Los Angeles Community College District (LACCD) for the 1988-89 academic year. Tables and graphs present data on community characteristics and attendance patterns, student and enrollment characteristics, instructional programs, academic performance and articulation, special services, and fiscal and personnel resources. Both individual college and districtwide data are included. Highlighted findings for the district include the following: (1) the combined service area of the LACCD changed extensively in the past 9 years, experiencing a population increase of 12%, increases in the proportions of Hispanic and Asian residents, and declines in the proportions of Black and White residents; (2) credit enrollment was 105,000 in 1988, up 2.7% from 1987; (3) average daily attendance districtwide was 52,767 for 1988-89; (4) in 1988, 21.3% of the district's entering students were first-time students, 14.7% were new transfers, 12.8% were returning students, and 51.1% were continuing students; and (5) the net general fund income for 1988-89 was $227.01 million. (WJT)

ED 320 639 JC 900 364

*Terry, John E.*
Community Colleges: Competing for Changing Clientele.
PUB DATE- May 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Canadian Community Colleges (Charlottetown, Prince Edward Island, May 27-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Community Colleges; Demography; Economic Change; Foreign Countries; *Futures (of Society); Institutional Cooperation; *Organizational Change; Social Change; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Canada

Population, economic, and technological changes will all affect the ways in which Canadian community colleges operate. The rise in the number of seniors, a slowing birth rate, and the aging of the "baby boomers" have influenced the demographics of college clientele. The dynamics of the global marketplace require a highly educated and skilled human resource pool. Rapid and dramatic changes in communications technology have permitted a shift of attention from "teaching" to "learning." In addition, the market share for colleges and universities has dwindled in the face of rising specialized education firms and corporate training. An essential strategy for surviving these challenges is to constantly monitor and project changes, both internal and external to an organization. Evolutionary change, which is natural, must be complemented with revolutionary change, in which the organizational structure is redesigned for greater efficiency and effectiveness in achieving objectives. Other strategies for survival and success include the following: (1) being imaginative, innovative, and flexible when organizing where and when learning takes place; (2) identifying institutional strengths and building on them, rather than attempting to be all things to all people; (3) cooperating with would-be competitors in industry and other sectors of the educational system; and (4) cultivating a corporate culture that embodies a sense of mission, commitment, initiative, responsiveness, flexibility, entrepreneurship, and opportunism. (JMC)

ED 320 667 PS 018 850

Kids Count Data Book: State Profiles of Child Well-Being.
Center for the Study of Social Policy, Washington, DC.
PUB DATE- Jan 90
NOTE- 120p.; Supported by a grant from the Annie E. Casey Foundation.
AVAILABLE FROM- Center for the Study of Social Policy, 1250 Eye Street, NW, Suite 502, Washington, DC 20005 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Comparative Analysis; Delinquency; Dropouts; Early Parenthood; Economically Disadvantaged; Educational Finance; Infant Mortality; Juvenile Justice; National Surveys; Prenatal Influences; Profiles; *Social Change; *Sociocultural Patterns; *Statistical Data; *Tables (Data); Unemployment
IDENTIFIERS- Financial Aid Recipients; *State Characteristics

This book presents state-by-state information on 10 indicators of child and adolescent health, education, and social and economic well-being. Indicators were chosen because they represented measures generally comparable across states and widely regarded as reliable. Indicators were: (1) percentage of births with no early prenatal care; (2) infant mortality rate; (3) percentage of babies with low birth weight; (4) benefits as a percentage of the poverty threshold; (5) percentage of children in poverty; (6) percentage not graduating high school; (7) teenage unemployment rate; (8) education expenditure per pupil; (9) percentage of births to teenage mothers; and (10) juvenile incarceration rate. Each state was ranked regionally and nationally, with ranks calculated separately for each indicator and summed for all 10 indicators to produce composite scores. The book also includes historical trend data on each indicator for each state. These data allow states to look at their current status in a historical context and identify both the direction and rate of state change. Data point to a large increase in the number of children living in poverty, and other social, health, and education problems in the lives of children. The appendix contains a summary of state data and rankings. Data indicate large and persistent differences among states on most of the indicators. (RH)

ED 320 285 EA 021 952

*Pajak, Edward*
Identification of Dimensions of Supervisory Practice in Education: Reviewing the Literature.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). The research was funded by a grant from the Association for Supervision and Curriculum Development, Alexandria, VA.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; Instructional Leadership; *Leadership; Leadership Qualities; *Professional Autonomy; *School Supervision; Self Determination; Supervisory Methods

Identification of the dimensions of effective supervisory practice is the focus of this literature review of the past 15 years. The two main objectives are to identify the knowledge, attitudes, and skills for effective educational supervision and to verify the importance of the knowledge, attitudes, and skills from a sample of practitioners. The literature review focuses on supervision textbooks and on research that examines the relationship between leadership in schools and instructional effectiveness. Knowledge, attitudes, and skills are classified into 12 categories representative of the dimensions of supervisory practice: (1) community relations; (2) staff development; (3) planning and change; (4) communication; (5) curriculum development and implementation; (6) improving the instructional program; (7) service to teachers; (8) observing and conferencing; (9) problem solving and decision-making; (10) research and program evaluation; (11) motivating and organizing; and (12) personal development. Identification of these dimensions legitimates the professional status of supervision in education. Practitioners must therefore strive for self-determination in establishing supervisory guidelines to avoid regulation by uninformed outside policymakers. (95 references) (LMI)

ED 320 316 EC 231 123

*Tremain, Deborah Hobbs; Scudder, Rosalind R.*
Repair Behaviors of Educable Mentally Handicapped and Normal Children.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Dialogs (Language); Intermediate Grades; *Mild Mental Retardation; *Speech Communication; Student Evaluation; *Student Reaction
IDENTIFIERS- Conversation; *Repair Behavior (Dialog)

The study examined the behaviors of educable mentally handicapped (EMH) children in repairing their utterances when their listener requests clarification. Subjects were 10 EMH children, aged 11-13, with mental-aged matched controls. Repair behaviors were elicited using a picture description and matching game with a barrier between the subject and the experimenter. Action picture cards were used to elicit specific descriptions, and on some of the trials the experimenter indicated a need for clarification of the descriptions. Fourteen categories were created to code the children's repair responses, such as whole repetition, partial repetition, expansion with detail, expansion by specifying referent, irrelevant or inappropriate information, no response, concluding comment, delayed response, and self-correction. Findings indicated that subjects in both groups used all 14 categories of repair strategy with the exception of one category, "concluding comment," which the normal children did not use. EMH children produced significantly more "no responses" than did the normal children. Both groups used "expansion with detail" most often to repair their utterances, but the normal subjects produced significantly more repairs of this type. It is concluded that EMH children have the ability to perceive the needs of their listeners and revise their utterances accordingly. Includes 16 references. (JDD)

ED 320 330 EC 231 138

*Guerrero, Frank; McMurtry, Mary*

Quality Improvement Program Plan for Special Educators, 1988-89. OREA Report. Evaluation Section Report.

**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- Feb 90
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; *Disabilities; Educational Quality; Elementary Secondary Education; *Inservice Teacher Education; Paraprofessional School Personnel; Participant Satisfaction; *Participative Decision Making; *Program Development; *Program Evaluation; *Special Education Teachers; Teaching Skills
IDENTIFIERS- *New York (New York)

The state-funded Quality Improvement Program Plan (QUIPP) for Special Educators provided professional development training to New York City special education teachers and paraprofessionals to improve the quality of instruction for students with mildly to moderately handicapping conditions. The program was designed to be participant-driven and district-based; it sought to increase the knowledge base and instructional competencies in self-selected and locally determined areas. The program evaluation for the 1988-89 school year, the program's second year of operation, assessed the planning and implementation processes and examined the impact on participants and their students, through interviews with several sources and review of program documents. Findings are presented in the areas of program process, participant levels, participant feedback, and program achievements. Overall, participants' opinions of QUIPP were very positive. However, time and expediency constraints restricted the level of involvement of school-based members in the process of planning and organizing the programs. Several recommendations conclude the report. (JDD)

ED 320 360 EC 231 174

Transition Programs for the Handicapped: Impact and Effectiveness. Comprehensive Tables of Results.

**Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.**

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 159p.; For the executive summary, see EC 231 173.
GRANT- G0085C3511
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Program Effectiveness; Program Evaluation; Secondary Education; Systems Development; *Transitional Programs
IDENTIFIERS- *Maine

This volume contains tables of results to accompany an executive summary produced for a project which evaluated the impact and effectiveness of transition services for special education students in Maine. The tables contain data for each of the 21 participating school districts, covering the following program evaluation components: staff survey results, current student interview results, former student interview results, parent interview results, summary results, summaries by goal area, and survey and interview data. A total of 1,115 persons responded to the six project surveys or interviews. (JDD)

ED 320 421 FL 018 581

*Berney, Tomi D.; Keyes, Jose*
Computer Writing Skills for Limited English Proficiency Students: Project COMPUGRAFIA.LEP 1988-89. OREA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 25p.
GRANT- G008710368
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Career Education; *Computer Science Education; Elementary Education; *English (Second Language); Evaluation Methods; Federal Programs; Language Skills; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; Second Language Learning; Skill Development; *Spanish Speaking; *Writing Skills

The Computer Writing Skills for Limited English Proficient Students (Project COMPUGRAFIA.LEP), bilingual special education classes totalling 375 Spanish-speaking students at 10 elementary schools in the Bronx, is evaluated. The project proposed to assist site teachers in developing appropriate lesson plans and effective teaching techniques and offered teachers instruction in the teaching of computer-supported writing and career education. Through the use of interviews with school and project personnel, class observation, analysis of student attendance and achievement data, and a project director questionnaire, it was determined that Project COMPUGRAFIA.LEP met its objectives for staff and curriculum development. The program was also successful in getting the desired number of parents involved in training sessions to improve their English language skills. The program, however, was still unable to interest parents in bilingual and special education policies and procedures. The project did not meets its English-as-a-Second-Language or Native Language Arts objectives. (GLR)

ED 320 436 FL 018 600

*Geltrich-Ludgate, Brigitta*
Selected Bibliography and Addresses for Computer Assisted Language Learning/Teaching and Desktop Publishing.
**Defense Language Inst., Monterey, Calif.**
PUB DATE- 90
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; *Computer Software; *Desktop Publishing; Directories; Language Laboratories; Programing; *Second Language Instruction; *Second Language Learning; Telecommunications

This combined directory and bibliography contains information on 2,000 resources, including print, non-print, and organizational issues, related to computer-assisted language learning and teaching and desktop publishing. While most citations of print and non-print materials are from the 1980s, some were produced in the 1970's. Topics include language laboratories, computer programming, use of computer hardware, software, and peripherals, instructional use of telecommunications and audiovisual technology, testing, research, networking, and classroom applications at all instructional levels.

Information on organizations includes address, telephone number, and, in many cases, general or specific information on products or available resources. (MSE)

ED 320 451 FL 018 662

*Prapphal, Kanchana*

The Relevance of Language Testing Research in the Planning of Language Programmes.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English for Academic Purposes; Foreign Countries; Higher Education; Language Research; *Language Tests; Learning Theories; *Predictive Validity; *Second Language Learning; *Second Language Programs; Testing
IDENTIFIERS- *Thailand

Three research studies conducted at Thai universities involving language testing and courses in General English and English for Academic Purposes (EAP) are discussed. The first study examined the predictive validity of different types of language tests on academic achievement in General English and EAP courses. It found that the test format, as shown in the Matching Cloze Test, may be significant in predicting future academic achievement, and the content of language tests may play a role in academic achievement for each type of language program. The second study showed the direct and indirect relationships between subskills of General English and EAP tests. It found that all language subskills, regardless of content, are significantly related. The third study examined the underlying relationships between General English and EAP tests. It found that EAP tests may predict achievement in EAP programs better than General English tests; the formats associated with each discipline tend to predict academic success in science better than those that are not related to a specific discipline; and there is a common factor shared by the EAP tests, General English tests, and knowledge of the subject matter represented by student grade point average. (GLR)

ED 320 583 IR 053 180

*Flanders, E. Lorene*
Georgia College Libraries Handbook for International Students.
**Georgia Coll., Milledgeville. Ina Dillard Russell Library.**
PUB DATE- 89
NOTE- 45p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiovisual Aids; *College Libraries; *Foreign Students; Higher Education; *Information Seeking; Information Services; *Library Collections; Library Guides; *Library Instruction; *Research Skills; Search Strategies

This first edition of the Georgia College Libraries Handbook provides: (1) an introduction to academic and public library service in Milledgeville, Georgia; (2) a general introduction to operating procedures and facilities of the Ina Dillard Russell Library; (3) a description of the library's collections (books and other cataloged materials, the periodical collection, U.S. Government Documents, ERIC documents, college catalogs, telephone directories, and special collections); (4) a directory of information services (including sections on the circulation and information desks, interlibrary loan, "Books in Print," DIALOG online computer searching, and using other University System libraries); (5) guidelines for finding information (with sections on using the library's microfiche catalog, the Library of Congress Classification System, and using periodical indexes) and for conducting library research (including information on using bibliographies and indexes). A directory of Georgia College Media Services is included. Also provided are a glossary of terms used throughout the handbook and directories of library and media services faculty and staff. (GL)

ED 320 652                                    PS 017 848

*Radigan, Anne L.*
Concept & Compromise: The Evolution of Family Leave Legislation in the U.S. Congress.
**Women's Research & Education Inst., Washington, DC.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Women's Research & Education Institute, 1700 18th Street, N.W., Suite 400, Washington, DC 20009 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Historical Materials (060)
DESCRIPTORS- *Federal Legislation; *Fringe Benefits; *Political Issues; Politics; *Social Action; *Social Problems; State Legislation
IDENTIFIERS- California; *Family Leave; Legislative History; Medical Leave; *Parental Leave; Proposed Legislation

In an examination of the dynamics that mold a bill and keep it before the attention of the national legislature, this paper traces the behind-the-scenes history of the Family and Medical Leave Act (FMLA), H.R. 925, from its origin as a benefit solely for pregnant women workers to its current status as a broad remedy for the stresses of modern family life. In the space of only 4 years, the parental leave issue has captured serious public attention, building momentum to keep it squarely before the nation's policymakers. How has this happened? Why has a bill drafted by a half-dozen Washington feminists become the central item on the agendas of more than 70 organizations representing millions of Americans nationwide? This paper looks at these questions and ultimately credits: (1) changes in the roles of women and in the characteristics of U.S. families; and (2) legislators' willingness to acknowledge the current realities of American family life. Concluding remarks assert that there are powerful arguments for the federal response embodied in the FMLA, particularly in its establishment of a minimum labor standard. The guarantee of job reinstatement, at the minimum, represents a floor beneath which benefits should not fall. It is the most basic of workplace entitlements and deserves to be a nationwide standard for all employers. (RH)

ED 320 345 EC 231 154

*Pattridge, Gregory C.*
Teacher Reaction towards the Education and Labeling of the Gifted.
PUB DATE- Nov 89

NOTE- 22p.; Paper presented at the Annual National Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Elementary Education; *Gifted; *Labeling (of Persons); Program Implementation; *Special Classes; *Teacher Attitudes; Teacher Response

The study explored teacher attitudes towards gifted programming and the gifted label, and determined whether teacher attitudes changed after being involved with an elementary school gifted program. Twenty-nine elementary classroom teachers in Jefferson County, Colorado, were surveyed as their school was beginning to host a full-time, self-contained gifted program and again after being involved with the program for 8 months. The teachers, after initially being positive towards the program, reacted negatively concerning their own happiness, other teachers' happiness, and the desire to have the gifted program at their school. Teachers also had strong feelings that the gifted child probably did not want to be gifted and that gifted children are an elite group, have high expectations from parents, and lose friends. It is concluded that teachers and students should receive training on the unique needs of the gifted child so that a more equitable understanding takes place among the different groups. Includes eight references. (JDD)

ED 320 375 EC 231 189

*Obiakor, Festus E.; And Others*
Special Education Policies in Nigeria: Cultural, Socio-Economic and Political Issues.

PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Developing Nations; *Disabilities; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Gifted; Policy Formation; *Political Influences; *Socioeconomic Influences; Special Education
IDENTIFIERS- *Nigeria

The paper analyzes Section 8 of Nigeria's National Policy on Education, the section which aims to provide equal educational opportunities for all gifted and handicapped individuals. The paper discusses cultural, socioeconomic, and political factors that impinge upon implementation of Section 8 and the need for continuous policy evaluation in Nigeria. An overview of Nigeria's economic and political situation is provided. Section 8 is described as an equivalent of Public Law 94-142 in the United States, instituted in Nigeria in 1977. Section 8 attempts to provide education for all handicapped children while recognizing their roles in the development of the nation, and to develop skills of the exceptionally gifted so that they can foster economic and technological advancements. The policy appears to have been bothered by a lack of accountability at all levels, and is plagued by endemic problems of culture, socioeconomics, and politics. Continuous evaluation of the policy is recommended, in order to detect how far the policy has helped in restructuring and formulating a new society, influencing curriculum changes, and promoting democratic ideals. Includes 23 references. (JDD)

ED 320 390 FL 018 389

*Draper, Jamie B.*
The State of the States: State Initiatives in Foreign Languages and International Studies, 1979-1989.
**Joint National Committee for Languages, Washington, DC.; National Council for State Supervisors of Foreign Languages.**
PUB DATE- Dec 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Curriculum Development; Degree Requirements; *Educational Change; *Enrollment Trends; *International Studies; National Surveys; Second Language Instruction; *Second Language Programs; State Programs; State Supervisors; Teacher Certification
IDENTIFIERS- *Strength Through Wisdom; United States

As a followup to the 1979 report by the President's Commission on Foreign Language and International Studies, "Strength Through Wisdom," a study was conducted to learn what progress has been made toward improving international knowledge among Americans. State foreign language supervisors and others responsible for international education at the state level were surveyed concerning the changes that have occurred in their states based on the report's recommendations. The survey focused on changes in enrollments, languages offered, course requirements, teacher certification requirements, and state level leadership. Results from the 36 respondents and other information from earlier reports are presented. One of the strongest indicators of change is sharply increased foreign language enrollment in individual states and throughout the country. This change is traced to the return of foreign language requirements at all educational levels. The number of languages taught has also increased substantially. Ten states have added foreign language specialists at the state level. International studies have drawn attention only recently. Obstacles to continued expansion in both areas include funding, public attitudes, teacher recruitment, retention, development, articulation, and scheduling. Highlights of individual state initiatives are included. (MSE)

ED 320 465 FL 800 187

*Stiles, Richard L.*
ESL/Civics Integration: A Guide for Curriculum Development and Lesson Planning.
**California State Dept. of Education, Sacramento. Amnesty Education Office.**
PUB DATE- 90
NOTE- 27p.; Attachment 3, a map of the United States, will not reproduce well due to small, filled type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Citizenship Education; *Civics; *Curriculum Development; *English (Second Language); *Immigrants; *Interdisciplinary Approach; Lesson Plans; *Literacy Education; Program Development; Second Language Programs
IDENTIFIERS- *Immigration Reform and Control Act 1986

This guide is designed to promote and assist in the integration of the civics curriculum, required for immigrant legalization, into the English-as-a-Second-Language (ESL) curriculum through both curriculum development and program planning. The guide has two major parts. The first part is a listing, in a suggested sequence, of civics/ESL competencies appropriate to each of three language proficiency levels: beginning 1, beginning 2/3, and intermediate. The civics content is not limited to facts presented in the federal text, but includes information and activities enabling students to complete the legalization process, access services, exercise rights and responsibilities, and interact successfully with members of the larger community. The sequence of competencies is based on the degree of English fluency needed and the student's need to learn about personal and related civic processes, organizations, and events. Part two consists of sample lesson plans providing examples of a variety of instructional strategies in a sequenced lesson integrating language structures and civics content. Suggested instructional approaches for both the integrated ESL/civics content and the lesson plans are also outlined. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 320 507 HE 023 598

*Cotler, Stephen Richard*
Modifying the Existing Campus Building for Accessibility: Accessible Products Catalog.
**Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.**
SPONS. AGENCY- American Council on Education, Washington, D.C.; Department of Education, Washington, DC.
PUB DATE- 81

NOTE- 127p.
CONTRACT- 300-79-0797
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Building Design; Campus Planning; College Buildings; Educational Facilities Design; Electromechanical Aids; Equipment; Furniture; Higher Education; *Merchandise Information; Mobility Aids; Physical Mobility; *Structural Elements (Construction); Transportation; Wheelchairs

This catalog is intended to assist architects and college administrators to select products that help physically handicapped people lead lives free of architectural barriers. The product information, obtained directly from the manufacturers, is listed on comparative matrix sheets, that can be used to achieve the design recommendations. Products of a proprietary nature are listed towards the end of the catalog and are referenced to their appropriate categories. The catalog layout generally follows the major divisions of the Construction Specifications Institute design criteria. A list of manufacturers is provided. Products include: handrails, exterior doors/entrances, accessible thresholds, power operators for doors, power assists for doors, manual door closers, door handles and panic devices, anti-slip floor coverings, kitchen appliances, kitchen sinks, lavatories, toilet seat risers, towel dispensers, lever or blade faucets, mirrors, prefab shower compartments, shower fixtures, shower and bathtub seats, signage, laboratory equipment, classroom equipment, swimming pool lifts, telephone enclosures, furniture, elevators, vertical wheelchair lifts, inclined wheelchair lifts, water coolers and fountains, van modification, accessible buses with lifts, and telephone typewriters. (GLR)

ED 320 522 HE 023 639

*Rochlin, Joyce T.*
The Development of a Questionnaire To Survey College Students' Misconceptions about the Spread and Prevention of AIDS.
PUB DATE- Mar 90
NOTE- 45p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; Disease Control; Epidemiology; Etiology; Higher Education; *Knowledge Level; Prevention; *Questionnaires; *Student Attitudes; *Test Construction
IDENTIFIERS- Essex Community College MD

The study developed and implemented a questionnaire to examine misconceptions related to Acquired Immune Deficiency Syndrome (AIDS) among 57 college students enrolled in Psychology 101 courses at Essex Community College in Maryland. The questionnaire covered etiology and epidemiology of AIDS and the personal attitudes and experiences of the respondents. Two forms of the questionnaire were developed, each containing the same number of items, type of content, and level of difficulty. Subjects were exposed to a total of three administrations of the two questionnaires. Results indicated that more misconceptions were held about how one gets AIDS than about its impact on society. Subjects believed that infected patients should pay their own treatment costs. They also indicated that they would feel very uncomfortable around someone who had AIDS. Although there were no differences as a function of test form, time of administration had a significant effect on performance. An appendix contains copies of the questionnaires. Includes 41 references. (JDD)

ED 320 552 IR 014 468

Six-Year Technology Plan for Virginia.
**Virginia State Dept. of Education, Richmond.**
PUB DATE- Jun 89

NOTE- 51p.; Photographs may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Equal Education; *Excellence in Education; *Information Networks; Long Range Planning; State Departments of Education; Statewide Planning
IDENTIFIERS- *Virginia

This report contains 72 recommendations from the Virginia Governor's Commission on Excellence in Education (1986) that are directed at three major issues in public education: (1) equity in access to education; (2) excellence in the quality of teaching and learning; and (3) connections for linking learners in the state, the nation, and the world. The recommendations for each of these issues are preceded by a brief discussion of the problems involved and some potential solutions, e.g., use of distance learning, instructional computing, interactive teleconferences, and automation to achieve equity in access to education. Each of the recommendations for the 6-year technology programs projected to address these major issues is accompanied by a narrative statement, the issue it addresses, strategies for carrying it out, the projected outcomes, and the responsible entity. (46 references) (GL)

ED 320 567 IR 014 485

*King, Irvin L.*
Production of a Videotape on Discipline To Help Student Teachers Improve Their Classroom Management Skills.
PUB DATE- 6 Feb 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cooperating Teachers; *Discipline Problems; Elementary Secondary Education; Higher Education; Interviews; Observational Learning; *Preservice Teacher Education; *Student Teachers; *Videotape Recordings

The purpose of this project was to produce a videotape of outstanding cooperating teachers and to use the tape to demonstrate effective methods for maintaining classroom discipline to student teachers. A set of six criteria for effective teaching was defined in terms of student behavior and the criteria were used to select seven teachers, five elementary and two secondary. These teachers were videotaped in action in their classrooms. The final tapes were edited in an editing studio and contained classroom scenes as well as interviews with the teachers. The tapes have been very useful in demonstrating practical approaches to classroom management. (13 references) (Author/GL)

ED 320 613 JC 900 325

Southwest Virginia Community College: Annual Reports, 1981-1989.
Southwest Virginia Community Coll., Richlands, Va.
PUB DATE- 89
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Programs; Community Colleges;

Economic Development; *Educational Finance; Educational Trends; Enrollment; Expenditures; *Institutional Characteristics; School Business Relationship; School Community Relationship; School Role; Services; Student Personnel Services; Two Year Colleges

The annual reports of Southwest Virginia Community College (SVCC) are presented for the academic years 1981-82 through 1988-89. These brief reports are generally similar in format, consisting of a list of state and local board members, a letter from the president reviewing the year's highlights, an instructional overview, and information on student services, local budget expenditures, credit enrollment by term and year, SVCC program offerings, and special activities. In addition, the 1983-84 and subsequent reports highlight the activities and funds raised by SVCC's Educational Foundation. The 1982-83 report contains a description of SVCC's institutional master plan, the 1984-85 and 1985-86 reports contain a section on the college's Small Business Assistance Center, and the 1987-88 report reviews the 20-year history of the college in terms of major events and enrollment growth. The 1978-88 and the 1988-89 reports include special sections on SVCC's economic development activities. (JMC)

ED 320 682 PS 018 870

A Short Term Evaluation of the Direct Operating Grants. Final Report.
Levy-Coughlin Partnership.
SPONS. AGENCY- Ontario Ministry of Community and Social Services,
Toronto. Child Care Branch.
PUB DATE- 15 Mar 90
NOTE- 174p.; For Executive Summary, see PS 018 871.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay

Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care Centers; Definitions; Early Childhood Education; *Family Day Care; Foreign Countries; Fringe Benefits; *Grants; Program Evaluation; Questionnaires; *State Aid; Tables (Data)
IDENTIFIERS- *Ontario; *Resource Utilization

Findings of a survey of a sample of center-based child care (CBCC) programs and private home day care (PHDC) agencies listed in Ontario's Direct Operating Grant Calculation Data Base are reported. During 1988, licensed child care programs in Ontario received approximately 46.5 million dollars in Direct Operating Grants (DOGs). Grants were distributed among 2,302 center-based programs and 79 for-profit and not-for-profit private home day care agencies. Objectives of the survey were: (1) to determine the amounts that went to increased salaries, the positions of staff who received a portion of the grant and how much these staff received, and positions of staff who did not receive a portion of the grant and reasons why they did not receive a portion; (2) to determine the frequency of use of grants for purposes not related to salary use and the reasons for such uses; and (3) to gather information on the methods used by the programs to distribute the grants. Findings for center-based child care and private home day care agencies are reported and summarized. Findings are accompanied by 64 pages of tables. Conclusions are presented. Definitions of terms, questionnaires, lists of benefits offered to center- and home-based programs, and "study terms of reference" are appended. (RH)

ED 320 406 FL 018 484

*Janicki, Karol*
A Rebuttal of Essential Sociolinguistics.
PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Foreign Countries; *Linguistic Theory; *Sociolinguistics
IDENTIFIERS- *Aristotle; *Essentialism

The Aristotelian approach to definition, labeled essentialism, is examined, and its relationship to sociolinguistics is discussed. Aristotle taught that a definition points to the essence of something, perhaps by naming it, and then describes it. Popper criticized this approach to definition as overly verbose in that it invites an infinite regression of definitions, and is not helpful in understanding the universe. It is proposed here that, as in other disciplines, many sociolinguists follow the Aristotelian method of definition. Ways to avoid even the appearance of essentialism in definitions include the following: (1) giving definitions that connote right-to-left orientation (e.g., "the study of language in relation to society is called sociolinguistics" rather than "sociolinguistics is the study of language in relation to society"); (2) avoiding use of the term "proving" in philosophically and methodologically sensitive contexts; and (3) not giving the impression that only the concepts that the speaker is addressing are difficult to define and others are not, when in reality no concept can be precisely or ultimately defined. It is concluded that essentialist sociolinguistics is untenable and should be abandoned. (MSE)

ED 320 437 FL 018 601

*Ferguson, Charles; Heubner, Thom*
Foreign Language Instruction and Second Language Acquisition Research in the United States. NFLC Occasional Papers.
**Johns Hopkins Univ., Washington, DC. National Foreign Language Center.**
PUB DATE- Jan 89
NOTE- 13p.
AVAILABLE FROM- Cashier, National Foreign Language Center, 1619 Massachusetts Ave., N.W., Washington, DC 20036 ($3.00 including postage and handling; checks payable to NFLC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Environment; *Educational Strategies; *Language Attitudes; *Language Research; *Language Teachers; Learning Processes; Literature Reviews; Private Education; *Public Schools; *Second Language Instruction; Second Language Learning

Foreign language instruction and related research on second language acquisition in the United States can be understood only in the context of the role of English, of American education, and of speech and language research. Any part of an educational system is both a result of historical processes and a response to current needs and values. The following five aspects of the language situation in the United States are relevant to an understanding of foreign language teaching and learning: (1) the dominance of English in American life; (2) the scarcity of foreign language instruction in the public schools; (3) the four distinct language professions (foreign language teachers, bilingual specialists, English-as-a-Second-Language teachers, and English as a native language teachers); (4) language instruction outside the public schools, and (5) myths about language held by Americans. Second language acquisition (SLA) research has tended to be tied to either linguistics or psychology, applying the theoretical models from different contexts. More complex research designs and research programs on SLA, while difficult to manage, are necessary. (MSE)

ED 320 479                HE 023 561

*Peglow-Hoch, Marcia; Walleri, R. Dan*
Case Studies as a Supplement to Quantitative Research: Evaluation of an Intervention Program for High Risk Students. Air Professional File Number 35.
**Association for Institutional Research.**
PUB DATE- 90
NOTE- 9p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Academic Persistence; Case Studies; Community Colleges; Failure; Higher Education; High Risk Students; Interviews; Peer Relationship; *Social Integration; *Student Attitudes; *Student Attrition; *Student Educational Objectives; Success; Teacher Student Relationship

A case study approach was used to examine reasons for success and failure among high-risk students at a community college. The impact of academic and social integration was assessed in terms of success, as defined both by the students and by institutional standards. Two surveys of 563 first-time enrolled students in 1984 and a later follow-up of 173 of these students in 1987 indicated that an intervention program for high-risk students appeared to be effective, but more than half of the 1987 respondents still indicated they had not achieved their personal and academic goals. Twenty students, selected to represent a stratified sample of success, were interviewed. Students who were defined as successful by both college standards and self-report tended to report good relationships with other students, faculty, and counselors. In contrast, students lacking either college-defined or self-reported success reported few friendships positive for growth and lack of a strong relationship with at least one faculty member. It was concluded that success or failure was, in large part, based on: (1) the interactions between faculty and students; (2) the perceptions, attitudes, and values of the students regarding their experiences at the college; and (3) student goals and "intentions" for attending college. (DB)

ED 320 493                    HE 023 577

*Farquhar, Robin H.*
Universities in the Real World.
PUB DATE- 9 Apr 90
NOTE- 19p.; Paper presented to the Canadian Club of Vancouver (April 9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Benefits; Economic Development; Higher Education; *Institutional Role; International Trade; *Leadership Responsibility; Public Service; *School Role; Social Responsibility; *Universities
IDENTIFIERS- *Canada

The issue of leadership is addressed as it applies to Canadian universities and their role in advancing Canada's economic development, international competitiveness, social justice and the quality of life, both at home and abroad. How the university system in Canada has answered this leadership role is detailed through the listing of successes and efforts in such areas as improvements in enrollment figures, university responses to societal needs for education, new approaches to maximizing their resources, and how Canadian universities are responding to the needs of the marketplace in their curriculum development and research efforts. Further discussion is presented on how Canadian universities are usually at the forefront of finding solutions to many contemporary problems in society and business including the environment, physical fitness, disarmament, and employee/management relations. Benefits that a community gains by having a university within its boundaries, such as: cultural programming, sporting events, libraries, clinics, and support of the local economy are described. (GLR)

ED 320 537 IR 014 442

National Endowment for Children's Educational Television Act of 1989. Report of the Senate Committee on Commerce, Science, and Transportation on S.797, 101st Congress, 1st Session.

**Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.**

REPORT NO.- Senate-R-101-66
PUB DATE- 89
NOTE- 26p.; Calendar No. 142.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Childrens Television; *Educational Television; *Endowment Funds; *Federal Aid; Federal Legislation; Programing (Broadcast); *Public Television; Telecommunications
IDENTIFIERS- *Communications Act 1934; Congress 101st

A bill (S. 797) to establish a National Endowment for Children's Educational Television was designed to amend the Communications Act of 1934. This report contains evidence presented in support of the bill. Included are: (1) a statement of background and needs; (2) a description of the state of education in the United States, highlighting the importance of supporting children's educational television in the face of declining international competitiveness of the U.S. educational system; (3) a review of the effectiveness of existing children's television programs; (4) data on the costs involved in producing children's television programs; and (5) a summary of existing funding sources. Also included are a statement of the bill's legislative history, a summary of its major provisions, an estimation of costs involved in passing the bill, and a section-by-section analysis of the bill. (GL)

ED 320 599 IR 053 199

*Hudson, Elizabeth A., Comp.*
Libraries for a Lifetime.
**Oklahoma State Dept. of Libraries, Oklahoma City.**
PUB DATE- Aug 89
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Library Materials; *Library Services; *Older Adults; *Public Libraries; *Users (Information)

This manual was developed as part of a program to create an awareness of library services for older adults, dispel myths of aging, and generate innovative programming. The first section offers a profile of aging and presents facts on older Oklahomans, reading habits of older adults, developmental tasks of aging and middle age, information needs and information seeking of older adults, and ageism. A worksheet on myths and stereotypes about aging, a quiz on aging, and a list of terms are also included. The second section covers library services to older adults, including American Library Association guidelines on library responsibilities and service to this age group, service ideas, a needs assessment survey, an ergonomic checklist, and tips for working with older patrons. Programming ideas for older adults and intergenerational audiences are presented in the third section, together with suggestions for better outreach programs, a calendar of holidays and special events, relevant poems and quotes, and publicity ideas. The fourth section includes several bibliographies. The themes include: libraries, reading, and older adults; aging/working with older adults; federal publications; nonfiction materials; novels; magazines and newsletters; children's books with intergenerational themes; packaged program kits; films; and audiovisual materials. The final section lists additional resources such as state and national organizations, publishers, vendors, and miscellaneous products and services. (MES)

ED 320 627 JC 900 351

*Summers, Susan Robinson*
Planning for Access: The Role of the Florida Community College System in Black Student Recruitment, Retention, and Graduation.
PUB DATE- 16 Jun 90
NOTE- 25p.; Graduate seminar paper, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Black Achievement; *Black Students; *College School Cooperation; Community Colleges; *Declining Enrollment; *Enrollment Influences; Enrollment Trends; Higher Education; School Holding Power; State Universities; Student Financial Aid; Student Personnel Services; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Florida

Florida's community college system is uniquely positioned to work toward the fulfillment of the goal of equitable representation of black students in the state's system of higher education. At present, efforts are falling far short of that goal. While blacks represented 18.7% of the 15-24 year olds in the state in 1988, they earned only 4.8% of the associate degrees awarded by community colleges and 4% of the baccalaureate degrees awarded by the State University System that year. In order to promote college attendance, graduation, and transfer, the following steps should be taken: (1) academically promising students should be identified in middle school and guided toward the college preparatory track; (2) children from district middle and high schools should be brought to the college campus for cultural and sporting events, career and college fairs, and other activities; (3) financial aid resources should be developed to ensure that talented students from impoverished families are aware of funding options, can complete the application, and receive needed financial support; (4) black community leaders should be asked to assist in mentoring students and recruiting minorities for faculty and administration positions;

(5) entering freshmen should be given an intensive orientation to support services; (6) a black student union or black advisory committee should be formed; and (7) students who show academic potential should be directed toward the college transfer tracks. (WJT)

ED 320 640 JC 900 365

## Video Telecommunications in Washington Community Colleges: A Descriptive Study of the Current Activities and Future Plans. Operations Report No. 90-1.

Washington State Board for Community Coll. Education, Olympia.
PUB DATE- Jun 90
NOTE- 56p.; Some material printed on gray background.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; Course Selection (Students); Curriculum Development; *Distance Education; Educational Quality; *Participant Satisfaction; Questionnaires; State Surveys; Student Attitudes; *Telecommunications; Teleconferencing; *Telecourses; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Washington

In 1990, a study was conducted of telecommunications in Washington State community colleges. The study focused on the quality of telecourses, current telecourse offerings, current and future plans for community college use of teleconferences, and innovations in telecommunications beyond telecourses. Data were gathered from four sources: administrative records in the state's student management information system; a survey of 1,185 students enrolled in video and telecourses at 11 of the 15 colleges offering telecourses in fall 1989; a survey of deans of instruction to determine the colleges' motives for offering or not offering telecourses; and a review of the literature on telecourses. Study findings, based on survey responses from 480 students and all of the deans of instruction, included the following: (1) 16 community colleges offered from 2 to 50 telecourses each year, enrolling a total of 366 full-time equivalent students in 1988-89; (2) 70% of the students took telecourses in preference to regular classes; (3) telecourse students were slightly older than other community college students, 64% were female, and the racial/ethnic background of the students responding was similar to that of the state population; (4) students gave high ratings to the quality of the telecourses, with 90% indicating that telecourses were an effective way to learn and that they would recommend telecourses to their friends; (5) 12 colleges were planning to initiate or expand telecourse offerings in the next 3 years; and (6) 15 colleges used national video-teleconference networks for faculty/staff in-service training, business training, and community groups. Appendixes include the two survey instruments and a 37-item bibliography. (JMC)

ED 320 668                    PS 018 852

*Eads, Gerald M., II; And Others*
Testing for Kindergarten Readiness: State Action and District Response.
**Virginia State Dept. of Education, Richmond.**
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Educational Legislation; Educational Practices; *Kindergarten; Primary Education; School Districts; School Entrance Age; *School Readiness; *School Readiness Tests; State Action; Student Placement; *Testing Programs
IDENTIFIERS- *Mandatory Programs; *Screening Programs

In 1985, Virginia state law was amended to change the birth date for automatic eligibility for kindergarten from December 31 to September 30. The law allowed school districts to admit young children with birthdays from October 1 through December 31, provided the children were tested for kindergarten readiness. Testing for admission to school for children with December birthdays began in the fall of 1986. The law specified that children with November birthdays would be added in 1987 and children born in October added in 1988, so that afterwards, children with birthdays in the 3 months would be permitted entry into kindergarten at the discretion of the school superintendent. The law was interpreted by the state attorney general as holding that districts must test children whether or not the information obtained would be used. School districts responded to the law in many ways. Most districts used one of the tests tentatively approved by the state. Few heeded cautions that a single measure was inadequate for determining kindergarten readiness. About half used a specific cut-score or procedure for determining entry; about one-fourth did not use a fixed cut-score or used a variable one; one-fourth districts used no cut-score. While recent legislation would have fixed entry age at September 30 and eliminated the screening requirement, an amendment may continue kindergarten readiness screening for children who turn 5 in October, November, or December. (RH)

ED 320 301 EA 021 984

*Shaw, James J.; Reyes, Pedro*
Comparison of High School and Elementary School Cultures.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Culture; Elementary Education; *Elementary Schools; *High Schools; *School Demography; *School Organization; Teacher Attitudes; *Teacher Morale
IDENTIFIERS- *School Culture; *Wisconsin

The examination of school organization from a cultural perspective focuses on value orientation and commitment in elementary and secondary schools, and relates the predicted cultural differences to specific organizational and demographic attributes. A cluster-sampling procedure first selected schools as the unit of analysis, and then selected teachers from each school. A survey of teachers from 53 elementary schools and 51 high schools yielded a 83.6 percent response rate. Multivariate analysis of variance (MANOVA) and multiple regression were the primary methods of data analysis. The findings suggest that differences in organizational culture exist between elementary and high schools, and that such differences are not a function of demographic or organizational variables. A second finding indicates that the higher the level of normative value orientation, the higher the level of teacher organizational commitment. Normative controls therefore generate higher levels of teacher commitment. Finally, the results failed to confirm any relationship between personal characteristics of teachers and differences in organizational culture. This suggests that school culture exists independently of individual traits. The implications for administrative practice are that different school cultures require different administrative practices. (43 references) (LMI)

ED 320 317 EC 231 124

*Sobsey, Dick*
Sexual Abuse Prevention Treatment Services for People with Disabilities.
PUB DATE- Dec 89
NOTE- 7p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (16th, San Francisco, CA, December 7-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Disabilities; Elementary Secondary Education; Foreign Countries; *Incidence; *Intervention; *Prevention; *Sexual Abuse; Social Problems
IDENTIFIERS- Alberta

The paper describes a federally funded project of the University of Alberta (Canada) addressing sexual assault and sexual abuse of people with disabilities. Written in outline style, the paper briefly describes project activities and general conclusions. Phase I of the project documented the nature and extent of the problem.

It was concluded that people with disabilities experience at least 150% greater risk for sexual abuse/assault than their nondisabled peers of the same age and sex. Paid caregivers account for about one-third of the abuse, and vulnerability is increased by learned helplessness, limitations on communication, lack of sex education, and other factors. Phase II, the current phase of the project, stresses the identification and development of appropriate strategies for prevention of assault and abuse, and treatment of victims and offenders. It focuses on the areas of family involvement, education, health care, counseling services, transportation, institutional care, vocational services, social services, law enforcement, judicial and legislative reforms, offender programs, and the consultation process. A list of 46 publications concludes the paper. (JDD)

ED 320 331 EC 231 139

*Guillory, Joseph A.*

Improving Speech Pathologists' Identification of Conductive Pathologies in Preschool and School Age Children through Inservice Training.

PUB DATE- 12 Feb 89
NOTE- 74p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Tests; *Clinical Diagnosis; Elementary Secondary Education; *Handicap Identification; *Hearing Impairments; *Inservice Education; Intervention; Medical Services; Preschool Education; *Referral; Skill Development; Speech Therapy; Student Evaluation; Therapists

This practicum sought to reduce the delays in referral to otologists for medical care to alleviate hearing losses and reduce risk of delays in language and academic performance. The practicum conducted inservice training programs to improve the identification of conductive pathologies in preschool and school-age children by 34 speech pathologists. The programs aimed to improve speech pathologists' skills in otoscopic visualizations as part of the hearing screening program. Training covered such topics as anatomy and physiology of the outer and middle ear, effects of conductive pathology and associated hearing loss on language development and academic performance, and use and operation of an otoscope. The results of the practicum were positive. Participating speech pathologists achieved 100% mastery on the practicum's behavioral objectives. A reduction in delays in referral to otologists for immediate medical care was also achieved. Several administrative forms and 29 references are included. (JDD)

ED 320 361 EC 231 175

Annual Report: Alaska Division of Vocational Rehabilitation--Fiscal Year 1989.
Alaska State Dept. of Education, Juneau. Div. of Vocational Rehabilitation.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Annual Reports; *Mental Retardation; *Physical Disabilities; Rehabilitation Counseling; *Rehabilitation Programs; *State Programs; *Vocational Rehabilitation
IDENTIFIERS- *Alaska

This annual report states the goal of the Alaska Division of Vocational Rehabilitation, which is to provide assistance to those who are vocationally disabled so they can secure and maintain suitable employment. The Director of the Division of Vocational Rehabilitation of the Alaska Department of Education offers an overview of fiscal year 1989 activities, focusing on service delivery for rural areas, grants to local nonprofit organizations, the Small Business Enterprise Program, performance standards for counselors, and assistive technology services. A list of specific 1989 accomplishments is provided. Regional reports are then presented from the north central, southeastern, Anchorage-Spenard, and Anchorage-Bragaw offices. Specific types of services are also described, including independent living services and disability determination services. Several graphs depict statistics concerning the vocational rehabilitation services provided. In addition, two clients and three counselors selected to join the Circle of Excellence are profiled. (JDD)

ED 320 422 FL 018 582

*Berney, Tomi D.; Alvarez, Rosalyn*
Bilingualism in the Computer Age 1988-89. OREA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 27p.; For 1987-88 report, see ED 311 712.
GRANT- G008525042
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; Computer Science Education; Cultural Awareness; *English (Second Language); Evaluation Methods; Federal Programs; High Schools; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; *Second Language Instruction; *Second Language Learning; Spanish Speaking

IDENTIFIERS- Content Area Teaching

In the 1988-89 school year, Bilingualism in the Computer Age completed its final year of instruction at Morris High School in the Bronx. The project provided bilingual instructional and support services to 240 Spanish-speaking students of limited English proficiency (LEP) and utilized computers to develop students' English skills and native language proficiency, and to offer bilingual instruction in content areas. The project also trained students to use computers for career-related purposes and offered professional development to its staff. The project met its objectives in the subjects of science and social studies and for attendance. The project failed to meets its English-as-a-Second-Language objective, although this objective had been met the previous year. The project did not provide data on the objectives proposed for Native Language Arts, computer and career education, cultural heritage awareness, or staff development. Recommendations for program improvement include the following: (1) the purchase, if funds are available, of additional computer software; and (2) the provision of the data necessary to evaluate all the program's objectives to the Office of Research, Evaluation, and Assessment. (GLR)

ED 320 452                                    FL 018 663

*Irujo, Suzanne*
How To Plan Content-Based Teaching Units for ESL.
PUB DATE- Mar 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Elementary Education; *English (Second Language); *Second Language Instruction; Teaching Methods; *Thematic Approach; Units of Study
IDENTIFIERS- *Content Area Teaching

A step-by-step examination is made of organized language instruction in which all language teaching activities relate to a theme chosen from the science, social studies, or math curriculum. The first step is to choose a topic of interest. The second step is to find out what is already known about the topic, decide what extra is needed to be learned, and gather materials. Step three involves developing and organizing activities, and the final step

involves identifying objectives. The suggestion is made that a content-based thematic unit is an effective method for teaching English as a Second Language (ESL). A description of various kinds of units is provided as well as guidelines for planning units (pre-planned or jointly-planned). A resource list that gives additional information and insight into this subject is included, followed by a description of a completed content- based teaching unit that was designed for elementary school ESL students. (GLR)

ED 320 523 HE 023 640

*Keller, Gary D.; Sullivan, Michael J.*
Project 1000: Recruiting, Admitting, and Graduating an Additional 1000 U.S. Hispanic Graduate Students. Student Information Booklet.
**Project 1000, Tempe, AZ.**
SPONS. AGENCY- Arizona State Univ., Tempe. Graduate Coll.; Carnegie Corp. of New York, N.Y.; State Univ. of New York, Binghamton.
PUB DATE- Feb 88
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Admission; *College Applicants; College Choice; *College Entrance Examinations; Decision Making; Eligibility; Financial Aid Applicants; *Graduate Study; Higher Education; *Hispanic Americans
IDENTIFIERS- *Project 1000

Project 1000 is a program to help United States citizens or permanent residents of the United States of Hispanic ethnic origin to make application for graduate study in those fields and disciplines where the Graduate Record Examination (GRE) normally is used to help assess an applicant's admission potential (i.e., the arts and sciences generally and most fields of education but not medicine, business, law, and other fields where tests other than the GRE are used). Hispanic American students submit a Project 1000 application, free of charge, for admission to and financial aid from selected graduate schools. Project 1000 staff consult with the student on selecting graduate programs, completing the application, and other matters. This booklet describes the project's functioning, including its eligibility requirements. It provides information about applying for financial aid and about the use of standardized tests (particularly the GRE) with Hispanic students. Instructions are provided for completing the Project 1000 application for graduate study and financial support in a way that will enhance the applicant's qualifications and personal qualities. Descriptions are offered of the 50 graduate schools participating in Project 1000. Includes 13 references. (JDD)

ED 320 584 IR 053 181

*Hunter, Rhonda, Ed.; Levine, Cindy, Ed.*
Library Research Workbook.
**North Carolina State Univ., Raleigh. D.H. Hill Library.**
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Libraries; Higher Education; *Information Seeking; *Library Instruction; *Online Searching; *Research Libraries; *Research Skills; Search Strategies; Workbooks

This workbook contains 10 chapters describing the various phases of planning and conducting library research: (1) The Libraries at NCSU (North Carolina State University); (2) The Research Paper; (3) Understanding Call Numbers; (4) Locating Background Information Using Encyclopedias; (5) Locating Information in Books (including sections on using the library's online catalog to conduct author, subject, and title searches); (6) Locating Books in the Library; (7) Locating Information in Periodical Articles; (8) Locating Periodicals in the Library; (9) Locating Information in U.S. Government Documents; and (10) Planning Your Research Strategy Logically. Many of the chapters include multiple choice questions.

A response sheet is included at the end of the workbook. (GL)

ED 320 614 JC 900 330

Germanna Community College Assessment Report.
Germanna Community Coll., Locust Grove, VA.
PUB DATE- 6 Jul 89
NOTE- 100p.; The general education survey instrument and some related material will not reproduce clearly due to small, filled print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; Continuing Education; Evaluation Methods; General Education; *Outcomes of Education; Prior Learning; *Program Evaluation; Remedial Instruction; School Business Relationship; School Community Relationship; *School Effectiveness; School Surveys; *Self Evaluation (Groups); Two Year Colleges; Vocational Education

Focusing on the 1988-89 academic year, this report outlines the procedures, actions, and findings of Germanna Community College's (GCC's) Assessment Steering Committee. Separate reports explain the methods and outcomes of assessments of the developmental studies program, general education curriculum, nursing program, and associate of applied science degree program in business management technology/management. In addition, findings are presented from surveys of prior students, the local community, employers, and graduates. The next sections focus on the processes used to assess and award credit for prior learning experiences and to assess transfer student outcomes using data provided by senior institutions. Revisions to the institutional effectiveness assessment plan are presented next, followed by a report on faculty views of assessment. The final sections examine the first-year achievements of GCC's Critical Thinking project, and list the members and purpose of the college's Assessment Steering Committee. Highlighted findings include the following: (1) problems in advising, retention, placement testing, and courses were discovered within the developmental studies division; (2) faculty and staff felt that the most important general education competencies were reading, writing, speaking, independent learning, information-seeking skills, and citizenship; and (3) the assessment of the nursing program identified several problems, including an unacceptable faculty/student ratio. (JMC)

ED 320 286 EA 021 953

*Mutchler, Sue E.; Duttweiler, Patricia C.*

Implementing Shared Decision Making in School-Based Management: Barriers to Changing Traditional Behavior.

PUB DATE- Apr 90
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Institutional Autonomy; *Participative Decision Making; Policy Formation; Resistance to Change; *School Based Management; School Restructuring

The strategies for school based management and shared decision making are seldom studied together. A written survey administered to practitioners currently using one or both of the strategies provides information for the implementation of shared decision making. Methodological limitations include a sample of 230 site personnel with a response rate of 30 percent. Findings identify eight barriers, institutional and noninstitutional, to changing traditional behavior. Four recommendations are offered for the implementation of shared decision making; they are transformation of authority, collaboration, professional development, and commitment. Results indicate that the implementation of shared decision making in school-based management requires fundamental changes in traditional behavior. Appendices provide a list of training resources, a list of respondents, and survey summary data and graphs. (25 references) (LMI)

ED 320 346 EC 231 155

*Palma, Dominick R.; Schare, Mitchell L.*
Acquiescence in the Mentally Retarded: Do They Just Say Yes?
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Assertiveness; *Behavior Patterns; Cues; Interpersonal Communication; *Mental Retardation; *Personality Traits; Prompting; Psychological Patterns; *Self Expression
IDENTIFIERS- *Acquiescence

Mentally retarded adults (N=180) were asked 30 yes/no questions, to determine if their acquiescence is explained by indiscriminant yea-saying in response to the yes/no question format or due to subjects submitting to the influence of the interviewer. After selected questions, the interviewer either nodded his head "yes" or shook his head "no" or did neither, providing a cue to the subjects as to what response the interviewer desired. As a second experimental manipulation, subjects were interviewed by either a familiar person or someone they did not know. Results indicated that subjects were significantly influenced by the interviewers' head-nodding, thereby supporting the hypothesis that acquiescent responding among the mentally retarded is a form of maximizing reinforcement by submitting to others. Familiarity with the interviewer did not affect subjects' responses. Includes five references. (Author/JDD)

ED 320 376 EC 231 190

*Riordan, Judy; Vasa, Stanley F.*
Involvement of Persons with Disabilities in Religious Practice: An Issue for Special Education.
PUB DATE- 24 Apr 90
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Assistive Devices (for Disabled); *Church Programs; Clergy; Counseling Services; Delivery Systems; *Disabilities; Elementary Secondary Education; Mental Retardation; Parent Counseling; *Religion; *Religious Education; Social Support Groups

The paper reviews literature related to the active participation of individuals with disabilities in religious organizations. A summary is then presented of a study conducted in a mid-sized metropolitan city of clergy perceptions of services available to individuals with disabilities and their families. The study, involving 125 clergy, examined four issues: (1) provisions available for persons with disabilities, (2) religious instruction available or modified for persons with mental retardation, (3) provisions for persons with disabilities to meet rites of passage, and (4) pastoral counseling services available to parents of individuals with disabilities. Physical accommodations for individuals with disabilities were available in a relatively low percentage of religious organizations, and included: designated handicapped parking; ramps; handrails; elevators; interpretation of worship services for individuals with hearing impairments; and braille, large print, and taped reading materials. Fifty-six percent of respondents reported that religious education was available to members with mental retardation. Fifty-eight percent indicated that modifications to preparatory instruction for rites of passage were available to persons with mental retardation. The availability of a support group for parents of disabled children was reported in 6% of responses, while 72% indicated that pastoral counseling was available to parents. Includes 23 references. (JDD)

ED 320 391                    FL 018 406

*Lii-Shih, Yu-hwei E.*

Conversational Politeness and Foreign Language Teaching.

PUB DATE- 88
NOTE- 316p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Chinese; Classroom Communication; Cross Cultural Studies; Cultural Context; *Cultural Traits; *English (Second Language); Foreign Countries; *Intercultural Communication; *Interpersonal Communication; Language Research; *Language Styles; Language Variation; Linguistic Theory; Pragmatics; Privacy; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Politeness

A cross-cultural study of conversational politeness in Chinese and English as a foreign language is presented. The primary goals of the study were to make a systematic comparison of politeness rules and conversational strategies used in each language, to identify and analyze the actual communicative problems of cross-cultural communication occurring among Chinese learners of English and American learners of Chinese, and to develop a model for teaching conversational interaction and politeness strategies in the foreign language classroom. In addition, the close relationship between language and its social settings and the relevance of sociolinguistics and pragmatics to the teaching and learning of a foreign language are highlighted. After an introductory section, chapters discuss the following: a framework for examining politeness in conversation and its relevance and constraint on the choice of syntactic structures and lexical items in an utterance; linguistic strategies commonly used for politeness; cases of polite language usage (forms of address, compliment responses, greetings, and requests and rejections); the results of the study of cross-cultural pragmatic failure; and implications for the teaching of conversational interaction and politeness strategies. Appended materials include a 14-page bibliography in English and Chinese, survey instruments, and common formulaic expressions and gambits in Chinese and English. (MSE)

ED 320 508 HE 023 599

*Jacobson, David W., Ed.*
Management of Accessibility for Handicapped Students in Higher Education.
**National Association of Coll. and Univ. Business Officers, Washington, D.C.**
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-915164-13-2
PUB DATE- 81

NOTE- 153p.
CONTRACT- 300-79-0797
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *College Students; Comparative Analysis; Compliance (Legal); Databases; Data Collection; Federal Regulation; Guidelines; Higher Education; National Surveys; Organization; *Physical Disabilities; *Planning; *Policy Formation; Resources; Special Needs Students; State Programs

This compendium of four mini-projects carried out by a special task force of the National Association of College and University Business Officers (NACUBO) addresses policy and management issues related to providing accessibility to handicapped students in higher education. Topics range from executive policy decisions on compliance with federal accessibility mandates to operational procedures for responding to specific accommodation requests. The compendium is comprised of four sections: Section 1 was developed from a series of site-visit interviews with senior-level decision makers, faculty, staff and handicapped students at six colleges and universities. It contains an overview of accessibility issues and problems that require attention, a discussion of how accessibility considerations can be incorporated into a planning and budgeting process, and a set of guidelines for assessing specific accommodation requests; Section 2 reviews 16 national data bases that describe the handicapped population in the United States and contains summary charts of the characteristics revealed. Section 3 describes the results of a survey that NACUBO mailed to a stratified sample of 944 of its member institutions concerning trends in accessibility expenditures and number and types of handicapped students served; and Section 4 lists adaptive education equipment by impairment (such as hearing or mobility) and then by function (such as writing or speaking). The document contains an index, equipment source list, and lists of information resources and services available to handicapped students. (GLR)

ED 320 538 IR 014 443

*Barton, Paul E.*
Role of Intermediary Organizations in Computer Education and Technological Literacy. Revised.
**National Inst. for Work and Learning, Washington, D.C.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Financial Support; *Intermediate Administrative Units; *Microcomputers; Professional Associations; *Professional Services; School Business Relationship; *Technical Assistance
IDENTIFIERS- *Intermediaries

This paper provides examples of intermediary organizations that assist school systems to integrate computer technology into their programs through the provision of financial and/or technical assistance. The organizations are classified into five major categories: (1) free-standing organizations; (2) the collaborative council (representing collaborative efforts among industry, education, and labor representatives); (3) colleges and universities; (4) professional associations; and (5) community-based organizations. The services of each of the intermediary organizations listed are described. In addition, the role of the business enterprise, though not strictly an "intermediary" as the term is used in the paper, is noted. (29 references) (GL)

ED 320 553                IR 014 469

Statewide Computer Survey, Report on 1988-89.
**South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.**

PUB DATE- Oct 89
NOTE- 97p.; For the 1986-87 survey report, see ED 291 369.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Computer Peripherals; *Computer Software; *Computer Uses in Education; Educational Trends; Elementary Secondary Education; *Facility Inventory; *Microcomputers; Questionnaires; School Districts; State Surveys; Use Studies
IDENTIFIERS- *South Carolina

The sixth statewide survey of school principals (1,094) and district superintendents (92) was conducted in April 1989 by the South Carolina State Department of Education Office of Instructional Technology with response rates of 99% and 100% respectively. This report uses tables, charts, and graphs to illustrate the results of the survey and provide information on trends and other descriptive statistics to assist educators with decision-making in the use of technology. Information provided includes the findings of a computer equipment and software inventory and data on such issues as the instructional and administrative uses of computers, computer literacy programs in the schools, and the availability and use of SEED (Software Evaluation Exchange Dissemination) software reviews and a BSAP (Basic Skills Assessment Program)-correlated listing of recommended software. Also provided is a brief review of several special computer projects. Each entry includes, in addition to a project description, information on the name of the firm, brand, or project; the contact person's name, address, and telephone number; placement and use of computers and software; future plans; and student gains resulting from the project. (GL)

ED 320 568 IR 014 487

Advisory List of Computer Courseware. April-July 1990.

**North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.**

PUB DATE- Apr 90

NOTE- 57p.; For the February and March 1990 advisory lists, see IR 014 436.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Annotated Bibliographies; *Communication Skills; *Computer Assisted Instruction; Computer Software Reviews; *Courseware; Elementary Secondary Education; Health Education; *Mathematics Instruction; *Reading Comprehension; *Science Instruction; Social Studies

Four issues of this list (April, May, June, and July 1990) contain reviews of courseware for kindergarten through grade 12. Entries are classified by subject or application, i.e., communication skills, math, science, social studies, health, and utility software. Information on each software package includes title, publisher, copyright date, price, package contents, equipment required, suggested grade level, and program goals. This is followed by a detailed summary, a discussion of major strengths and weaknesses, and a statement of recommended uses. An annotated table of contents for each issue, arranged alphabetically by subject area, provides a quick reference to the contents of that list. (GL)

ED 320 653 PS 017 974

*Madden, Nancy A.; And Others*

Success for All: First-Year Effects of a Comprehensive Plan for Reforming Urban Education. Report No. 30.

**Center for Research on Elementary and Middle Schools, Baltimore, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 36p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basic Skills; Comparative Analysis; Early Childhood Education; Elementary Education; *Elementary School Students; Intervention; *Preschool Children; Prevention; *Program Effectiveness; Program Evaluation; *Reading Instruction; *Urban Schools

This report describes the Success for All program, and reports results of a full-year evaluation of the program in an urban elementary school. Success for All, which concentrates resources in grades pre-K to 3, uses research-based instructional programs to bring participants to the third grade with adequate reading, mathematics, and language skills. Elements of the program include reading tutors, regrouping for reading instruction according to performance levels, reading assessments every 8 weeks, preschool and kindergarten programs, parenting education and parent participation efforts, a program facilitator, in-service teacher education, an advisory committee, and no assignment of pupils to special education resource services for reading problems. Evaluation data indicate that program participants outperformed control school children on multiple individually administered measures and on California Achievement Test measures in grades 2 and 3. Participants scored at about the 50th percentile on individually administered measures, compared to a control school average of about the 28th percentile. It is concluded that continued success of the 5-year program in full-year evaluations will demonstrate that high rates of learning problems can be prevented by the schools. (RH)

ED 320 683 PS 018 871

A Short Term Evaluation of the Direct Operating Grants. Executive Summary.
Levy-Coughlin Partnership.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
PUB DATE- 90
NOTE- 27p.; For Final Report, see PS 018 870.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Family Day Care; Foreign Countries; *Grants; Program Evaluation; *State Aid
IDENTIFIERS- *Ontario; *Resource Utilization

Findings of a survey of a sample of center-based child care programs and private home day care (PHDC) agencies listed in Ontario's Direct Operating Grant Calculation Data Base are summarized. During 1988, licensed child care programs in Ontario received approximately 46.5 million dollars in Direct Operating Grants. Grants were distributed among 2,302 center-based programs and 79 home day care agencies. Objectives of the survey were: (1) to determine the amounts that went to increased salaries, the positions of staff who received a portion of the grant and how much these staff received, and positions of staff who did not receive a portion of the grant and reasons why they did not receive a portion; (2) to determine the frequency of use of grants for purposes not related to salary use and the reasons for such uses; and (3) to gather information on the methods used by the programs to distribute the grants. Findings are reported in six categories: (1) percentage of grant dollars allocated for selected uses; (2) percentage of grant dollars allocated by program; (3) the impact of direct operation grants on salaries alone, and on salaries and benefits combined; (4) use of direct operating grants for purposes not related to salary; (5) implementation issues related to direct operating grant distribution, approvals, and workload; and (6) union involvement in direct operating grant distribution. Conclusions are reported. (RH)

ED 320 362 EC 231 176

Life Options for Exceptional Individuals. Conference Proceedings of the International Conference of the Division on Career Development (5th, Atlanta, GA, October 12-14, 1989).

**Council for Exceptional Children, Reston, VA. Div. on Career Development.**

PUB DATE- Oct 89
NOTE- 113p.; For selected individual papers, see EC 231 177-179. Print on some pages is light and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Agency Cooperation; Career Education; Cognitive Style; Delivery Systems; Demonstration Programs; *Disabilities; Educational Practices; *Education Work Relationship; Job Training; Models; Parent Participation; Rural Education; School Business Relationship; Secondary Education; *Transitional Programs; Vocational Adjustment; *Vocational Education; Vocational Evaluation

Seven papers are presented which illustrate model programs and research on providing vocational services to students with disabilities. "Project WorkAbility: California's Successful Transition Program for Secondary Students" (Deborah Henderson) describes locally controlled transition projects involving interagency collaboration and statewide partnerships with industry. "Exemplary Career/Vocational Education Programs for Special Populations" (Thomas Wermuth and Carolyn Maddy-Bernstein) describes the characteristics of exemplary special needs programs and effective practices in vocational education, as identified by the Technical Assistance for Special Populations Program (TASPP). "Affective and Cognitive Factors in Selecting AIDS Materials" (Janice Ferguson et al.) analyzes 12 pamphlets on acquired immune deficiency syndrome (AIDS) for content and readability appropriate for mildly handicapped secondary students. "A Portrait of 'Futures' Clients and Their Instructional Needs" (Colin Laine) examines cognitive style of severely disadvantaged and disabled youth in an employment training program. Other papers include "The Job Training and Tryout Research Project: Findings from a Five-Year Descriptive Study of the Transition and Postsecondary Adjustment of Young Adults with Mild Disabilities" (George Tilson, Jr. and Elvie Germino Hausken); "Facilitating Successful Vocational/Special Education Programs for Mildly Handicapped Adolescents through Collaborative Consultation with Parents" (Linda Elksnin and Nick Elksnin); and "How Can We Help? Services, Activities, and Materials Available from TASPP" (Carolyn Maddy-Bernstein). In addition, abstracts of other presentations are provided, covering the topics of rural service delivery, vocational assessment, instructional strategies, employment training, collaboration, and transition. An appendix contains a criteria checklist for evaluating AIDS curriculum materials. References accompany each paper. (JDD)

ED 320 407 FL 018 485

*Knops, Uus*

The Evaluation of Phonological vs. Phonetic Variation in Dutch Standard Pronunciation.

PUB DATE- 88

NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Dutch; Foreign Countries; *Language Attitudes; *Language Variation; Linguistic Theory; *Phonetics; *Phonology; *Pronunciation; Regional Dialects; Standard Spoken Usage; Structural Analysis (Linguistics); Uncommonly Taught Languages

IDENTIFIERS- Flemish

There is a substantial discrepancy between normative and empirical views on Dutch standard pronunciation. The discrepancy between these views can be reduced by looking at the empirical range as being structured from an imagined point of reference. The prescriptive standard then operates as the ultimate model toward which the submodels for standard pronunciation are oriented. A study investigated whether segmental deviations from Dutch standard pronunciation affect listeners' evaluative reactions to speakers according to the nature or quality of those deviations. A 30-second fragment of neutral prose was read by seven speakers, four Dutch and three Flemish, two characterized as standard speakers and five with regional accents. From each fragment, 15 words (identical for each speaker) representing 25% of the fragment were isolated. The words contained 27 kinds of deviation from standard pronunciation. The words were presented to about 50 students, who were asked their perceptions of the speech and of the speakers. Some segmental features that may have played a role in differential attitudes toward varieties of Dutch were indicated. Phonological deviations from standard Dutch appeared to be more important in language attitudes and to get a more extreme evaluation, positive or negative, than phonetic deviations. (MSE)

*Rivers, Wilga M.*
Ten Principles of Interactive Language Learning and Teaching. NFLC Occasional Papers.
**Johns Hopkins Univ., Washington, DC. National Foreign Language Center.**
PUB DATE- Feb 89
NOTE- 15p.
AVAILABLE FROM- Cashier, National Foreign Language Center, 1619 Massachusetts Ave., N.W., Washington, DC 20036 ($3.00 including postage and handling; checks payable to NFLC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Communication; Classroom Environment; Creativity; Cultural Awareness; Cultural Context; *Educational Environment; Language Research; *Language Role; Language Tests; *Learning Processes; Second Language Instruction; Second Language Learning; Student Needs; Student Participation; *Student Role; Testing

Ten principles based on the interactive nature of language learning and teaching include the following: (1) the student is the language learner; (2) language learning and teaching are shaped by student needs and objectives in particular circumstances; (3) language learning and teaching are based on normal uses of language, with communication of meanings (in oral and written form) to all basic strategies and techniques; (4) classroom relations reflect mutual liking and respect, allowing for both teacher personality and student personality in a non-threatening atmosphere of cooperative learning; (5) basic to language use are knowledge of language and control of language; (6) development of language control proceeds through creativity, which is nurtured by interactive, participatory activities; (7) every possible medium and modality is used to aid learning; (8) testing is an aid to learning; (9) language learning is penetrating another culture: students learn to operate harmoniously within another culture or in contact with another culture; and (10) the real world extends beyond the classroom walls; language learning takes place in and out of the classroom. (MSE)

ED 320 466　　　　　　　　　　HE 022 896

Pell Grant End-of-Year Report, 1987-88. Phase III Product No. APS/3/11. 1988-89 Cycle.

Macro Systems, Inc., Silver Spring, Md.; National Computer Systems, Inc., Iowa City, IA. Information Services Div.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 15 May 89
NOTE- 165p.
CONTRACT- 300-87-0012
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Eligibility; *Federal Aid; *Grants; Higher Education; Student Characteristics; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

An end-of-the-year report for the 1987-88 Pell Grant program is presented. The Pell Grant program, administered by the Department of Education's Office of Student Financial Assistance, receives more federal funds than any of the other five student financial aid programs authorized under Title IV of the Higher Education Act of 1965 and its amendments. It offered grants ranging from $200 to $2,100 in the 1987-88 academic year to eligible students furthering their postsecondary education. During 1987-88, more than 2.8 million students received $3.75 billion in grants. The reported data provide a basis for program planning and development to help higher education officials and financial aid administrators. The report is organized into six chapters that provide the following: highlights of the Pell Grant program; selected demographic characteristics of Pell Grant recipients; miscellaneous information about the eligibility status of applicants by income level; distribution of verified Pell Grant recipients by income and grant level; summary statistics for the multiple data entry application processing system; and summary information on institutions participating in the Pell Grant program. (SM)

ED 320 494 HE 023 578

*Andresen, Earl R.*
Basic Perceptions of the Public Relations Administrator in Higher Education by Academic Deans in the Colleges of Education and Arts and Sciences: Comparisons and Contrasts.

PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; *Administrator Characteristics; Attitude Measures; Credentials; Decision Making; Higher Education; *Personnel Selection; *Public Relations; Resumes (Personal)

Seventy-six deans from state supported regional colleges in Louisiana, Texas, Wisconsin, and Minnesota were selected for a study which showed that academic deans from different disciplines (College of Education and College of Arts and Sciences) perceive and have different expectations of the institution's public relations administrator. The study also resulted in recommendations for a sound public relations program that is administrated by an appropriate individual. Survey responses (n=58) revealed that the deans from the colleges of education are: more concerned with the public relations administrator's credentials, not as concerned with the administrator's academic discipline, and believe the administrator requires some private sector experience as well as a teaching background. Deans from Arts and Sciences disagreed with the intensity of the requirements of the Deans of the Colleges of Education except in the matter of an administrator having some private sector experience. It is recommended that in order to satisfy both types of deans a prospective public relations administrator should possess an advanced degree, preferably a doctorate; have private sector experience; possess degrees in communications, preferably journalism; and have some teaching experience. Contains the survey instrument and two references. (GLR)

ED 320 585 IR 053 183

*Scigliano, John A.; And Others*
An On-Line Classroom for the Unix Environment.
PUB DATE- 28 Jan 88
NOTE- 14p.; Paper presented at the Florida Instructional Computing Conference (Orlando, FL, January 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Computer Science Education; Distance Education; Graduate Students; Higher Education; Information Science Education; *Instructional Design; *Interaction; Telecommunications; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; Mainframe Computers; *Nova University FL; UNIX Operating System

This paper describes an electronic classroom (ECR) program that has been developed at Nova University to facilitate online real-time group instruction in graduate degree programs in information and computer science. The first section describes the educational uses of the program, including the simulation of a classroom-type educational setting with question handling, response tallying, and the automatic sequencing of lesson frames. The design problems associated with use of the program are described in the second section, and the third outlines alternate uses for the ECR program, including evaluation of instruction and programs, Delphi techniques for curriculum and program planning, and several group participation methodologies such as the online charrette, brainwriting, nominal group technique, cross impact analysis, and the futurewheel. In conclusion, it is noted that one of the major challenges for faculty is to determine what mix should be provided of online lectures, face-to-face seminars, and written assignments. (4 references) (GL)

*Mensching, Teresa B.*
Library Instruction Clearinghouses: A Directory, 1989. Updated/Revised.
**Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.**
REPORT NO.- ISBN-0-8389-7402-3
PUB DATE- 90
NOTE- 22p.
AVAILABLE FROM- American Library Association Publishing Services, Order Department, 50 E. Huron Street, Chicago, IL 60611-2795 ($4.95; $3.95 for ACRL members; ALA members entitled to 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clearinghouses; Higher Education; *Library Instruction; Newsletters

This guide lists directory information on the following library instruction resources: (1) national, regional, state, and specialized clearinghouses; (2) regional and state directories/handbooks of library Instruction programs; (3) national and state newsletters; (4) national, regional, state, and specialized columns/clearinghouse newsletters; and (5) clearinghouses reported defunct as of 1988. Detailed information provided for 14 clearinghouses includes a contact person, address, telephone number, founding date, source of funding, goals and objectives, loan policy, number of items circulated to/consulted by users in 1988, acquisition policy, number of items in collection, recent projects or activities, planned projects or activities, and publications by/about the clearinghouse. The clearinghouses represented are the Library Orientation/Instruction Exchange (LOEX); New England Bibliographic Instruction Clearinghouse (NEBIC); Southeastern Bibliographic Instruction Clearinghouse (SEBIC); California Clearinghouse on Library Instruction, Northern Section (CCLI, North); California Clearinghouse on Library Instruction, Southern Section (CCLI, South); Colorado Library Instruction Clearinghouse (CLIC); Florida Library Orientation/Bibliographic Instruction Clearinghouse (LOBI); Hawaii Library Instruction Clearinghouse; Kentucky Library Instruction Clearinghouse (KLIC); Library User Education Roundtable (LUERT); Wisconsin Bibliographic Instruction Clearinghouse; American Theological Library Association (ATLA) Library Instruction Clearinghouse; and Bibliographic and Library Instruction in Secondary Schools (BLISS). (MES)

ED 320 669                PS 018 853

*Miller, Alexandra K.; And Others*
Evaluation and Program Implementation: Collaboration during a Three-Year Pilot Project.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Longitudinal Studies; Pilot Projects; *Preschool Education; *Program Evaluation; *Program Implementation; *State Programs
IDENTIFIERS- *Collaborative Research; *Virginia

An introductory section providing background information on the Virginia Department of Education's (VaDOE) pilot education project for 4-year-olds is followed by discussion of the project and its evaluation. Discussion also concerns the forms of collaboration that are likely to increase the use of data by three classes of information users, namely, the VaDOE Division of Elementary Administration, which implemented the program; the teachers who provided the program; and the Virginia Council on Child Day Care and Early Childhood Programs. In its third year of operation, the pilot project involved 27 teachers who had served several hundred children in one private and numerous public school districts and classrooms. Each program participating in the study implemented either a center-based model emphasizing appropriate classroom experiences or a home-based model emphasizing parent education. Teachers were trained by means of the High/Scope curriculum and VaDOE's Developmental Language Instruction methods. Thirteen research questions were developed into a program evaluation and a longitudinal research design. Data were gathered through classroom observations, pre- and posttesting, and ethnographic interviews. Concluding discussion focuses on deterrents to the full use of the collaboration model. (RH)

*Smith, Dennie L.; McNelis, Mary J.*
The Impact of a Seven-Period School Day on Teachers and Students.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Achievement Rating; Class Organization; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Program Evaluation; School Restructuring; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Tennessee

The implementation and evaluation of the effects of a seven-period day on students and teachers, especially on student achievement, is the purpose of this study. A three-part methodology includes two applications of the Concerns Based Adoption Model (CBAM) to teachers; administration of the School Attitude Survey (SAS) to students and teachers; and a statistical analysis of students' test scores and grade point averages. The subjects were 853 students and 54 teachers in a suburban setting. The results of the achievement data were inconclusive; however, the number of student dropouts was significantly reduced. The SAS analysis revealed contradictory perceptions of the program. Students appreciated the increased learning opportunities, while teachers identified the program with increased workloads and less planning time. The results of this first-year study provide a basis for further planning for the implementation of the seven-period program. More information and time are necessary before widescale implementation can be recommended. Tables summarize survey results and present statistical analyses of attitude tests and test scores. (9 references) (LMI)

ED 320 302 EA 021 985

*Hickcox, Edward S.*
Education and Religious War in Ontario.
PUB DATE- Apr 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholics; Community Influence; Culture Conflict; *Educational Finance; Elementary Secondary Education; *Financial Policy; Foreign Countries; Policy Formation; Political Attitudes; *Political Influences; *Politics of Education; Religious Conflict; *Religious Differences
IDENTIFIERS- *Ontario

The 1984 legislation for public funding of Catholic schools in Ontario exposed two primary conflicting values held by different groups. An analysis of policy change in terms of value conflict, and an examination of the consequences for organizational structure and administrative practice are the themes of this paper. The context in which the change occurred is examined from the provincial, local school board, and central government levels. Newspaper coverage, supplemented by other documents and informal interviews, is the major data source. The issue of church-state separation is based on conflict between religious, political, and educational values. Rational models for change are therefore inapplicable. The change to two separate, parallel publicly funded educational systems can be viewed as the result of an exercise in political power. (40 references) (LMI)

ED 320 318 EC 231 125

*Gioia, Gerard A.; And Others*
A Developmental Neuropsychological Model for the Study of Children with HIV Infection.
PUB DATE- Feb 90
NOTE- 10p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (Orlando, FL, February 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Development; Elementary Secondary Education; Influences; *Models; Neuropsychology; Predictor Variables; Preschool Education
IDENTIFIERS- *Brain Development

A developmental neuropsychological model is presented to address critical factors critical to the functional outcome in children with human immunodeficiency virus (HIV) infection. In the model, which is derived from work at the Boston Children's Hospital Acquired Immune Deficiency Syndrome (AIDS) program, neuropsychological outcomes are determined by an interaction between various potential contributing risk factors and the timing of the central nervous system (CNS) disease process and treatments. The model incorporates these factors in a framework with particular emphasis on the differential impact of the disease process relative to the child's stage of brain development. CNS manifestations early in brain development result in more global neuropsychological effects due to a less differentiated state of neurological and neuropsychological development, while later manifestations result in relatively more specific and subtle effects. A better understanding of the neuropsychological profiles of children with AIDS has implications for development of specific and appropriate cognitive and academic interventions. Includes 15 references. (JDD)

ED 320 332 EC 231 140

*Case, Elizabeth J.*
Transition to the World of Work. Evaluation Report.
**Albuquerque Public Schools, N. Mex.**

PUB DATE- Nov 89
NOTE- 26p.; Print in charts is small. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Daily Living Skills; *Disabilities; *Education Work Relationship; Job Skills; Leisure Education; Parent Attitudes; Program Effectiveness; *Program Evaluation; Secondary Education; Skill Development; Teacher Attitudes; *Transitional Programs; Vocational Education
IDENTIFIERS- *Albuquerque Public Schools NM

The Transition to the World of Work program of the Albuquerque (New Mexico) Public Schools emphasizes developing functional skills and the ability to apply these skills outside the school. The ultimate goals of the program are to help students obtain meaningful, paid employment and function successfully in the community. The program provided systematic vocational, domestic, leisure/recreation, and functional training to 233 students at four secondary side-by-side schools during the 1988-89 school year. The program evaluation found that the majority of parents and service providers perceived that the community-based activities met student needs and had positive impact on students, and that the majority of high-school parents saw a need for parent training in the area of transition to work. Includes six references. (JDD)

ED 320 347 EC 231 156

*Hamachek, Alice L.*
Memory and Study Strategies for Optimal Learning.
PUB DATE- Feb 90
NOTE- 10p.; Paper presented at the Conference of the Learning Disabilities Association of America (Anaheim, CA, February 21-24, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; *Learning Disabilities; *Learning Strategies; *Memory; Metacognition; Mnemonics; Reading Skills; Skill Development; *Study Skills

Study strategies are those specific reading skills that increase understanding, memory storage, and retrieval. Memory techniques are crucial to effective studying, and to subsequent performance in class and on written examinations. A major function of memory is to process information. Stimuli are picked up by sensory receptors and transferred to the brain for storage. This storage system is classified into sensory memory, short-term memory, and long-term memory. Mnemonics, such as acronyms, acrostics, and peg systems, are memory techniques that enhance storage and retrieval of pertinent information. Individual students' study styles should be evaluated for their position on a continuum on seven key aspects, such as studying alone or with someone, in silence or with background noise. Strategies for understanding text include summarizing, questioning, reciting, writing, and reviewing. Metacognition and metamemory provide important feedback for the student who is interested in monitoring his/her own learning in an effort to achieve desired goals and reach full academic potential. These strategies are crucial for the learning-disabled student in that reading is a common problem, processing is often hindered or delayed, and memory difficulties frequently keep students from desired goals. Includes 17 references. (JDD)

ED 320 453 FL 800 005

Guidebook for Development and Production of Materials for Neo-Literates.
Asian Cultural Centre for UNESCO, Tokyo (Japan).
PUB DATE- 85
NOTE- 108p.; Photographs will reproduce poorly. For related documents, see FL 800 006 and FL 800 022.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Books; *Developing Nations; Games; *Literacy Education; *Material Development; Media Selection; *Reading Materials; Theory Practice Relationship; *Visual Aids
IDENTIFIERS- *Asia Pacific Region; *Neoliterates

This guide to the development of reading and reading-related materials for newly literate individuals is designed for use in developing nations in the Asian Pacific region with relatively large neo-literate populations who may have little opportunity to practice and improve literacy skills. The guide consists of three sections. The first section addresses the theory and principles of producing materials for this population. The first chapter discusses the importance and characteristics of materials for neoliterates and the second chapter takes a theoretical look at the framework, objectives, approach, contents, and methodology of neo-literate materials. The second section is concerned with the development and production of materials, and includes chapters on the following: (1) data needed for material development; (2) selection of theme and format; (3) procedures for development of print, non-print, electronic, and game materials; (4) production of printed materials; and (5) selection of existing materials. The third section contains chapters on the administration, distribution, utilization, and evaluation of materials. Appendixes contain statistical data on literacy in both developing and developed nations, including the Asian Pacific region, and bibliographies on adult education in Asia and the Pacific and on simple teaching and learning materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 480 HE 023 562

*Jenkins, Hugh M.*
The Role of Donor Agencies in International Education and Training. Report on a Workshop Presented by the Office of International Training of the United States Agency for International Development and the National Association for Foreign Student Affairs (Washington, D.C., April 7, 1989).
**Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.; National Association for Foreign Student Affairs, Washington, D.C.**
PUB DATE- 90
NOTE- 39p.
AVAILABLE FROM- National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Role; Developing Nations; *Donors; *Foreign Students; Higher Education; *International Programs; Program Administration; Program Evaluation; Student Financial Aid; Workshops

The Donor Agencies Workshop involved individuals from a wide range of academic disciplines and other fields that helped develop the expertise of foreign students, scholars, and trainees to increase the educational and economic resources of their home countries. This report presents the remarks made by the 47 workshop participants concerning: (1) the programs themselves including selection and placement of participants, program evaluation, the number of female participants, and spouses accompanying participants; (2) fiscal concerns such as taxes, health insurance, and other costs; (3) the quality of outside classroom programs and activities; and (4) future trends and developments in foreign student education and training. Participant assessments of the program are provided including the identification of areas needing further attention such as practical training, program administration, improving communication, reentry program development, and immigration matters. A list of participants and their addresses is provided. (GLR)

ED 320 524 HE 023 651

*Morse, Suzanne W.*
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ASHE-ERIC Higher Education Report 8.
**Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-7-0
PUB DATE- 89
NOTE- 148p.
CONTRACT- RI88062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship

Education; Citizenship Responsibility; *Civics; Curriculum; Higher Education; *Role of Education; *Teaching Methods

The history of higher education in America has a rich tradition of preparing students for civic roles and responsibilities, but with increased specialization, these goals have lost their emphasis in the curriculum. This monograph defines responsible citizenship in a democratic society and its requisite skills; reviews higher education's role in civic education; identifies ways colleges and universities can help develop the skills and requirements of citizenship and public life; and presents ways that campuses can create a new environment for learning about the civic life, through teaching, governance, extracurricular activities, campus life, and community relations. Six approaches to civic education are presented, including: (1) cultural traditions and classical education, (2) community and public service and experiential education, (3) studies of leadership, (4) general and liberal arts education, (5) civic or public leadership education, and (6) other education such as international studies and philanthropy. A list of 193 references is included. (JDD)

ED 320 569 IR 014 504

*Preston, Nancy R., Ed.*
Trends and Issues in Educational Technology: 1989. ERIC Digest.
**ERIC Clearinghouse on Information Resources, Syracuse, N.Y.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-90-1
PUB DATE- May 90
NOTE- 4p.; This digest is based on "Trends and Issues in Educational Technology 1989," by Donald P. Ely.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Content Analysis; Distance Education; *Educational Technology; Elementary Secondary Education; *Evaluation; Higher Education; Instructional Design; *Instructional Development; Interactive Video; *Professional Education; Research and Development; Training; Trend Analysis
IDENTIFIERS- ERIC Digests

A content analysis was performed to determine the trends and issues in educational technology for the period from October 1, 1988, through September 30, 1989. Sources for the analysis included four leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered in the ERIC database. The analysis was complemented by the examination of supplementary documents to determine the political, social, and economic reasons for the findings. This digest features the top trends and selected issues identified in the study. Trends reflect: (1) a concern for the design and development of instructional products and procedures; (2) an increasingly important role for evaluation in the instructional development process; (3) an increasing use of research and development to solve current teaching and learning problems; (4) the presence of computers in almost all public schools in the United States; (5) the wide acceptance of interactive video as a research and development product but not in schools and higher education; (6) the establishment of distance education as a major vehicle of instruction at all levels of education and training; (7) a preoccupation among practitioners with professional education in the field; and (8) a concern for the impact of technology on society at large. (13 references) (GL)

ED 320 615 JC 900 332

*Barr, Robert*
The Spring 1988 Palomar College Climate Survey: An Analysis with Comparisons to the Fall 1986 Climate Survey.
**Palomar Coll., San Marcos, Calif.**
PUB DATE- May 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *College Environment; College Faculty; Community Colleges; Comparative Analysis; *Employee Attitudes; Faculty College Relationship; *Job Satisfaction; Leadership; Likert Scales; Questionnaires; *School Effectiveness; *School Personnel; School Surveys; Two Year Colleges; *Work Environment

In spring 1988, a survey of the full-time employees of Palomar College (PC) was conducted to assess six aspects of the college's organizational climate: leadership, motivation, communication, decision making, rewards, and job satisfaction. Findings were compared with those from a similar survey conducted in fall 1986. Study findings, based on a 37% response rate (N=213) to the 1988 survey and a 46% response rate (N=260) to the 1986 survey, included the following: (1) the spring 1988 sample rated each of the six climate components higher than did the fall 1986 sample; (2) among both groups, job satisfaction was rated highest and decision making rated the lowest; (3) administrators rated all climate components, except job satisfaction, as more effective or satisfying than classified staff or faculty; (4) participation in or effectiveness of decision making was given the worst rating of any component by both faculty and classified staff; (5) both years "successfully meeting student needs" ranked highest and "involvement in campus goal setting" lowest among the individual survey climate items; (6) satisfaction with job security was rated and ranked high while satisfaction with salary was rated and ranked low; and (7) respondents indicated that rewards for personal and excellent performance were lacking. The survey instrument is appended. (Author/JMC)

California Community Colleges: Fiscal Data Abstract, 1988-89. Report No. 90-01.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 90
NOTE- 144p.
AVAILABLE FROM- California Community Colleges, Cashier's Office, 1107 Ninth Street, Room 500, Sacramento, CA 95814 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Rate; *Expenditures; Income; School Districts; *School District Spending; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

This report contains selected statistics on enrollments, units of average daily attendance (ADA), and finances for the California community college districts. It provides a general (narrative) summary and tables giving selected data per ADA and rankings by district. Part I presents fall 1988 headcount enrollments by college. Part II provides data on the student workload measure of ADA for fiscal year (FY) 1988-89 for credit and noncredit students and those otherwise eligible for state support. Part III contains summaries of first recalculation and second principal apportionments and credit base revenue per ADA. Part IV summarizes general fund transactions for FY 1988-89 and those budgeted for FY 1989-90. Part V deals with actual and budgeted general fund revenues, while part VI covers general fund expenditures. Summaries of the current and budgeted expense of education are presented in part VII, and part VIII examines general fund expenditures by instructional and support activities. Part IX details financial transactions involving debt service funds, special revenues, capital project funds, enterprise funds, internal service funds, and fiduciary funds. Finally, part X presents selected data grouped by district size, a 5-year district data summary, and a determination of comparable districts. A glossary of terms is appended. (WJT)

ED 320 641 JC 900 366

Community College Cost Effectiveness Study.

Illinois Community Coll. Board, Springfield.
PUB DATE- Jul 90
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Cost Effectiveness; *Educational Finance; Expenditure per Student; *Expenditures; Graphs; Salaries; *School District Spending; State Surveys; Tables (Data); Trend Analysis; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

In 1989, an Illinois Community College Board committee examined the issue of cost effectiveness among the state's community colleges. The individual cost categories examined for the study included direct salary, direct department, direct equipment, building rental, operation and maintenance, academic administration and planning, learning resources, student services, administrative data processing, general administration, and general institutional costs. In addition, the net instructional, full instructional, and total institutional costs were analyzed. All cost analysis for the study was done on a statewide level rather than on a district level, and all costs were adjusted for inflation. Study findings included the following: (1) after adjusting for inflation, unit cost expenditures showed very limited growth between 1980 and 1989, with direct salary, department, and equipment costs actually lower in 1989 than in 1980; (2) operation and maintenance costs, learning resources costs, general administration, and general institutional costs reflected a rising trend; (3) salary costs on a per unit basis declined from $35.20 in 1980 to $31.43 in 1989, while departmental unit costs decreased in real terms from $7.34 to $6.30 in real terms; and (4) in 1980, the real cost per credit hour of instruction was $85.12, and, in 1989, the figure was $82.30. The data suggest that the community colleges in Illinois have operated in a very cost-effective manner during the past 10 years, with the most significant cost increases being attributable to cost factors over which institutions have little control. (JMC)

ED 320 377 EC 231 191

*McFadden, Glenn*
Physically Disabled Students: The Challenge to Community Schools.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; *Delivery Systems; Elementary Secondary Education; Foreign Countries; *Intervention; Itinerant Teachers; *Mainstreaming; *Physical Disabilities; Program Development; *Resource Teachers; *Teamwork
IDENTIFIERS- Ontario (Toronto)

Schools in the Toronto (Ontario, Canada) area have established a Resource Teacher Service (RTS) to provide necessary educational program supports for physically disabled students, their teachers, and their schools when community school placements are indicated. The principles of intervention emphasized in the RTS include pragmatic forms of assistance; collaborative relationships which stress parity, mutual respect, and team relationships; and promotion of ideas and approaches useful with both disabled and nondisabled students. Services available include educational diagnostic assessment, program development, consultation, itinerant instruction, technology support, inservice training, and disability awareness. A questionnaire was distributed to the various constituents of the RTS, such as parents, administrators, teachers, and educational assistants. Results showed that the program's high degree of specialization and intensive level of direct contact and individualization were generally well received. In general, the RTS met most expectations. Issues to be addressed in the future include: long-term planning for educational needs, more collaborative team work, training teachers with respect to assistive technology, and better planned workstation environment in the regular classroom. Includes four references. (JDD)

ED 320 392 FL 018 409

*Bradley, Curtis H.; And Others*
Employment Training for Limited English Proficient Individuals: A Manual for Program Development.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 67p.
GRANT- G008715355
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; *Bilingual Education Programs; Counseling Services; Job Placement; *Job Training; *Limited English Speaking; Needs Assessment; Outreach Programs; *Program Development; Program Evaluation; Staff Development;

Student Recruitment; *Vocational Education; *Vocational English (Second Language)

This manual describes procedures commonly used to plan and implement bilingual vocational training (BVT) programs for individuals who are limited English proficient (LEP). An introductory section examines the purposes of BVT and outlines a general model consisting of seven components: targeted recruitment, diagnostic rather than exclusive intake and assessment, adapted vocational instruction, vocational English as a Second Language (ESL), counseling and support services, job development and placement geared to the special needs of the LEP population, and coordination of these six elements in order that each element supports the others. An additional bilingual and academic basic skills component is suggested for secondary school programs. The first of two sections presents specific procedures and makes suggestions for planning a BVT program in the areas of need assessment of the local LEP population and the local job market; developing support and assessing resources; staffing; staff development; and outreach/recruitment and initial screening. The final section discusses these aspects of program implementation in greater detail: intake and assessment, bilingual vocational instruction, vocational ESL instruction, counseling and support services, job development and placement, and program evaluation. References and additional resources are provided within each subsection. (MSE)

ED 320 423                                    FL 018 583

*Zanger, Virginia Vogel, Ed.; And Others*
Classroom Activities for Cross-Cultural Learning.
**Boston District Five Teacher Center, MA.**
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Language; *Class Activities; Cultural Background; *Cultural Enrichment; Elementary Secondary Education; Foreign Students; *Intercultural Communication; Interviews; *Multicultural Education; Personal Narratives; Spanish Speaking; Student Developed Materials
IDENTIFIERS- *Boston Public Schools MA

One-fourth of the students in Boston public schools have parents who were born outside of the United States. This guide contains a series of classroom activities, produced by Boston teachers and aides, that are designed to take advantage of the abundant cultural diversity found in Boston schools by encouraging these dual-culture students to share their multi- ethnic backgrounds with their peers. The activities help students construct booklets about themselves and their cultural backgrounds, and include information about the different countries these students' families came from as well as students' reflections on what it is like to live in two cultures. Other activities provided in this guide include the following: interviews/panel with foreign-born students; gestures in Spanish and English; middle and high school cooking classes; and other multicultural activities. (GLR)

ED 320 539 IR 014 444

*Cavalluzzo, Virginia A.*
Teaching Teams To Enhance Microcomputer Communications between School and Family, 1986-1988. Final Report.
**New Mexico Univ., Albuquerque. Children's Psychiatric Hospital.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 52p.; Title VI: Excellence in Education Grants Competition. Best copy available.
GRANT- RI-G-86-0021
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Literacy; *Cooperative Learning; Elementary Secondary Education; *Emotional Disturbances; Hospitalized Children; Hospital Schools; *Interpersonal Competence; Microcomputers; *Parent Child Relationship; Program Evaluation; Psychotherapy; *Self Esteem

This report describes the goals, objectives, activities, and outcomes of a project developed at the University of New Mexico Children's Psychiatric Hospital's Mimbres School to demonstrate the use of the microcomputer as a tool for establishing positive communication between emotionally-disturbed children and their parents. The project was designed to involve the parents as active participants in the computer learning experiences of the children, who ranged in age from 4 to 14. It was found that participation with teachers, child care workers, clinicians, and parents in teaching/learning teams facilitated the development of self-worth among the emotionally-disturbed children. The report concludes with a description of requirements for replicating the project, highlighting the need for a full-time teacher coordinator. Included in the appendixes are demographic data on the hospital; a sample project teacher resume; a project time line; inservice staff workshop schedules; and examples of items purchased with grant funds, assessment tools, and written communications from the project. (GL)

ED 320 554 IR 014 470

*Blanchard, William*
Telecourse Effectiveness: A Research-Review Update.

SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- Nov 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Comparative Analysis; *Distance Education; Higher Education; *Instructional Effectiveness; *Student Attitudes; *Teacher Attitudes; *Telecourses; Two Year Colleges

This review of the research literature on the effectiveness of telecourses covers the period from summer 1986 through fall 1989. The major findings are as follows: (1) in general, based on course grades or pre- and posttest measurements of learning, student opinion, and faculty opinion, telecourses have been found to be as effective as conventional, face-to-face courses; (2) telecourses are superior to correspondence courses; (3) although telecourses do not allow the frequent and spontaneous interaction with faculty and other students that is possible in conventional classrooms, their utilization has facilitated major improvements in the convenience of access; and (4) when well produced, telecourses impose a discipline and organizational rigor on instructors that is not required in the looser structure of the conventional classroom. It is concluded that the major issue with telecourses is not whether or not they are as effective as face-to-face courses per se, but whether telecourses are skillfully planned and delivered, with the same attention to pedagogical and organizational issues that is essential in planning and delivering a conventional course. (38 references) (GL)

ED 320 654 PS 017 975

*Gottfredson, Denise G.; And Others*
Reducing Disorderly Behavior in Middle Schools. Report No. 37.
**Center for Research on Elementary and Middle Schools, Baltimore, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Apr 89
NOTE- 26p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education;
Discipline Policy; *Discipline Problems; Intermediate Grades;
Junior High Schools; *Junior High School Students; *Middle Schools;

Positive Reinforcement; Program Implementation; School Districts;
*Student Behavior; Student Improvement; *Teacher Participation;
*Urban Schools
IDENTIFIERS- *Behavior Management

This paper describes the implementation and effects of a behavior management system in eight middle schools, including control schools, in an urban school district. The components of the system included school discipline policy review and revision, computerized behavior tracking, classroom organization and management, and positive reinforcement. The components were implemented in the context of an organization development process designed to increase school staff commitment to the program. The treatment schools and control schools showed improvement over the 3-year project period, with greater improvement for the treatment schools, which reported significant effects on student reports of classroom order and organization, and clarity of rules. For the treatment schools, the extent of improvement corresponded to the strength of the implementation of the components. Nearly 40 references are cited. (RH)

ED 320 684 PS 018 872

A Survey of Child Care Support Services.
Doherty Social Planning Consultants Ltd.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
PUB DATE- 30 Mar 87
NOTE- 172p.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Day Care; Delivery Systems; Early Childhood Education; Foreign Countries; Interviews; Literature Reviews; Parents; Program Descriptions; *Program Development; *State Programs
IDENTIFIERS- Great Britain; *Ontario; Program Characteristics; *Support Services; United States

In an effort to provide Ontario's Ministry of Community and Social Services with information on program development and operation, Ontario's child care support services (CCSSs) were surveyed. The first section discusses information obtained through a literature review and interviews with key informants. The section describes the range of CCSS programs in Ontario and other jurisdictions, and examines CCSS programs in Canada, the United States, and Britain in the context of such issues as core program components, caregiver training, and program liability. The second section discusses the approach and operations of CCSSs in Ontario. A monitoring form, questionnaire data, and telephone interviews with CCSSs were used to examine the discrepancy between the CCSS-mandated and actual target groups; the programs' operating and service delivery characteristics; the development and history of CCSSs; lessons learned from experience; and respondents' views on standards and guidelines. The third section reports on information obtained through interviews with Ministry field staff from 10 parts of the province. Also included are a glossary of terms, a list of key informants, and references. Appendices provide descriptions of three programs in the United States, service definitions used in the CCSS questionnaire, a list of Ministry field staff respondents, and a list of CCSSs. (RH)

ED 320 333 EC 231 141

*Case, Elizabeth J.; Christopher, Marty*

# Pilot Study of the Writing To Read System.

**Albuquerque Public Schools, N. Mex.**
PUB DATE- Nov 89
NOTE- 16p.; Figures I and II may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; *Disabilities; Grade 1; Instructional Effectiveness; Kindergarten; Language Acquisition; *Multisensory Learning; Primary Education; Reading Instruction; Referral; *Teaching Methods; Word Processing; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Writing to Read

The paper describes the Writing to Read instructional system and its implementation in five Albuquerque (New Mexico) public schools with kindergarten, first grade, and special education students. The Writing to Read System is a multisensory, multimedia literacy program and involves five types of materials: a computer-based instructional program; correlated student work journals; word processing; language-development activities; and use of read-along tapes of children's literature. Students use the program for 1 hour each day. Pretests and posttests given 2 months apart were used to evaluate the program. Major findings indicated that, on standardized reading tests, kindergarten and primary special education students receiving the Writing to Read instruction progressed almost five times faster than did students in the comparison group. In addition, the Writing to Read System proved to be an effective intervention strategy for students who had been referred for special education testing but who had not yet been tested or placed. Contains nine references. (DB)

ED 320 408 FL 018 486

*Macafee, Caroline*
Qualitative Insights into Working-Class Language Attitudes.
PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Foreign Countries; *Language Attitudes; Language Research; *Language Variation; Linguistic Theory; Research Methodology; Sex Differences; *Social Dialects; Standard Spoken Usage; *Surveys; *Working Class
IDENTIFIERS- *Scotland (Glasgow)

A study combining qualitative and quantitative research methods (a direct survey) investigated the attitudes of 75 working class individuals in Glasgow, Scotland toward differences in the speech of older or younger people and in the speech of the opposite sex. Results indicate that dialect lexis loss was neither as thorough nor as abrupt as older informants represented. The contradiction appeared to stem from a decrease in the use of certain terms, rather than curtailed use, of which the older generation was more aware. Adults altered their speech in deference to children's education, and older speakers who have not adjusted to changes in everyday speech felt eccentric and out of touch. The young were perceived to be foul-mouthed. Most parents were unwilling to enforce their language standards, with the dividing line between roughness and respectability disappearing. Younger speakers seemed to categorize Scots as slang. These changes resemble a generation gap in language. The findings suggest that the nonstandard forms of language persist without expressing a distinctive conceptual order. Unevenness in linguistic change is what would be expected of the spontaneous convergence of one language variety on another. (MSE)

ED 320 439                FL 018 603

*Ginsberg, Ralph B.*
Implications for Intelligent Tutoring Systems for Research and Practice in Foreign Language Learning. NFLC Occasional Papers.
**Johns Hopkins Univ., Washington, DC. National Foreign Language Center.**
PUB DATE- Mar 89
NOTE- 22p.; Revised version of a paper presented at a Conference on Empirical Research on Second Language Learning in Instructional Settings (Bellagio, Italy, June 20-24, 1988).
AVAILABLE FROM- Cashier, National Foreign Language Center, 1619 Massachusetts Ave., N.W., Washington, DC 20036 ($3.00 including postage and handling; checks payable to NFLC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; *Educational Environment; *Educational Research; Instructional Effectiveness; Language Research; Second Language Instruction; Second Language Learning

Most of the now commonplace computer-assisted instruction (CAI) uses computers to increase the capacity to perform logical, numerical, and symbolic computations. However, computers are an interactive and potentially intelligent medium. The implications of artificial intelligence (AI) for learning are more radical than those for traditional CAI. AI research and development promises to deepen understanding and reshape practice in and out of the classroom. This report, the first of three, gives an overview of the character and motivation of AI approaches to education and learning. The first section describes and gives the background for the report. The second section introduces AI programs designed to emulate good teaching (intelligent tutoring systems, or ITS), and computer-based "microworlds," designed to be effective learning environments. Both are compared with the more familiar CAI and simulation. In section three, the main components of ITS architecture are discussed, including domain expertise, student modeling and diagnosis, teaching strategies, planning and control, task structure, and the learner-computer interface. Section four is concerned with how learning has been conceptualized by AI researchers, and with the design principles that derive from that conceptualization. Finally, issues concerning research and industrial design are outlined. (MSE)

ED 320 467 HE 023 340

*Chao, Georgia T.; Gardner, Philip D.*
Career Plateaus among Managers.
**Michigan State Univ., East Lansing. Collegiate Employment Research Inst.**
PUB DATE- Oct 89
NOTE- 16p.
AVAILABLE FROM- Collegiate Employment Research Institute, Michigan State University, 113 Student Services, East Lansing, MI 48824 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Career Ladders; Employment Level; Higher Education; Managerial Occupations; Measures (Individuals); Occupational Aspiration; Occupational Mobility; *Perception; *Promotion (Occupational); *Self Evaluation (Individuals); *Tenure
IDENTIFIERS- *Career Plateaus

Data from managers were used to compare a perceptually based measure of career plateau with the traditional measure based on job tenure. Subjects were 1,253 alumni from 10 graduation classes who received baccalaureate degrees between the years 1952 and 1985 from a large public university in the Midwest. On a questionnaire, perceptions of a career plateau were measured by three items related to opportunities for promotion and career future. Another measure of plateau was defined by job tenure. Results from four outcome measures (intrinsic job satisfaction, extrinsic job satisfaction, organizational identification, and career planning) showed the perceptually based measure of career plateaus to account for significantly more variance than the job tenure-based measure. Hierarchical regression analyses for the managerial sample supported job tenure as a moderator of the relationship between a perceived career plateau and the hypothesized outcomes. The negative effects of a career plateau were most pronounced when the plateau was perceived during the early years of an individual's job tenure. Results are discussed with regard to the perception, adjustment, and consequences of career plateaus. Contains 26 references. (JDD)

ED 320 495 HE 023 579

*Farquhar, Robin H.*
Are Universities Really Out of Touch?

PUB DATE- 26 Mar 90
NOTE- 19p.; Paper presented to the Rotary Club of Ottawa, March 26, 1990.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcoholism; Drinking; Economic Development; Educational Quality; Financial Support; Higher Education; *Institutional Role; International Trade; Public Service; School Role; Sex Discrimination; Sexual Harassment; Social Responsibility; Trend Analysis; *Universities
IDENTIFIERS- *Canada

It is proposed that there are three common misconceptions and criticisms held by the general public concerning Canadian universities: (1) the view that universities are hotbeds of radicalism, alcoholism, and sexism, (2) that there is a decline in the quality of work produced by universities and in their academic standards, and (3) that universities lack responsiveness to Canada's needs for economic growth and international competitiveness. Alcoholism and sexism are acknowledged as problems but the processes designed to solve them are already well underway, some of which include alcohol awareness programs; peer counseling; creating equal opportunities for advancement within some colleges; and development of various enlightened policies on sexual harassment. The decline in quality can be seen as a result of declining financial support from benefactors, both institutional and personal. Universities have made remarkable adjustments, however, in order to respond to this financial vacuum even while enrollment is increasing. Evidence has shown that greater selectivity of incoming freshmen along with aggressive resource management and program development has produced students of equal calibre to the rest of the world in numerous areas of academic importance. Many of these areas address Canada's needs economically, socially, and in international competitiveness. (GLR)

ED 320 509 HE 023 601

# Minorities in Higher Education. Seventh Annual Status Report 1988.

**American Council on Education, Washington, DC. Office of Minority Concerns.**
PUB DATE- 88
NOTE- 58p.; For the eighth annual report, see HE 023 602.
AVAILABLE FROM- Office of Minority Concerns, American Council on Education, One Dupont Circle, Washington, DC 20036 (single copy $8.50, 2-10 copies $7.50 ea., more than 10 copies $6.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Graduates; Data Collection; Enrollment; Enrollment Rate; *Ethnic Status; Higher Education; High School Graduates; *Minority Groups; National Surveys; *Sex Bias; Social Influences; Trend Analysis

The report is intended to provide educators, policy makers, legislators, and funding sources with the latest data on the progress of minorities in higher education. Included is information on high school completion and college participation rates for 18-to-24-year-olds. Data from the U.S. Department of Education's Higher Education General Information Surveys and Integrated Postsecondary Education Data System surveys on college enrollment by race, ethnicity, and sex are presented, along with enrollment figures for historically black colleges and universities. The report contains comparisons between college completion rates for minorities and whites. Also included is a descriptive analysis of minority employment in higher education, which includes data on tenure rates, rank, and number of minority faculty and administrators. Contains 14 tables of statistics. (GLR)

ED 320 586 IR 053 184

*Strickler, Sally Ann; And Others*
Report on Extended Campus Library Services.
**Western Kentucky Univ., Bowling Green. Univ. Libraries.**
PUB DATE- May 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *College Libraries; Extension Education; Guidelines; Higher Education; *Library Services; *Library Standards; *Long Range Planning; *Reference Services; Surveys
IDENTIFIERS- *Extended Campus Library Services; Extended Degree Programs

This report presents the results of a study of the Extended Campus Library Services program at Western Kentucky University (WKU), which was conducted by a committee appointed by the Director of University Libraries. A description of the program's goals and objectives is followed by a review of the extended campus programs in relation to similar programs at other universities and to criteria prescribed by accreditation standards. The third section describes the background of a faculty senate resolution on the Helm-Craven Library Extended Campus Service and the library response to and outcome of the resolution. An outline of current services for extended campus students is provided in the fourth section, including finding tools, document delivery, and citation identification assistance. A detailed description of the current process to provide reference assistance is followed by a sample of responses to a survey in which selected WKU extended campus students were asked to evaluate the service. The committee's recommendations, an outline of a 5-year plan (1989/90-1993/94) for expanded Extended Campus Library Services, and a description of future service plans are included. Appendixes include guidelines for Extended Campus Library Services, a copy of the faculty senate resolution, program statistics, the evaluation questionnaire, and the 5-year plan, including provisions for staffing changes, resource acquisitions, enhancing access to collections, and program evaluation and needs assessment. (GL)

ED 320 670 PS 018 854

*Eads, Gerald M., II*
Kindergarten Retention and Alternative Kindergarten Programs. A Report to the Virginia Board of Education.
**Virginia State Dept. of Education, Richmond.**
PUB DATE- 24 May 90
NOTE- 6p.; A report to the Virginia Board of Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Practices; *Grade Repetition; *Kindergarten; Primary Education; *State Legislation; *Transitional Programs
IDENTIFIERS- *Junior Kindergartens; *Virginia

Since the 1985-86 school year, the Division of Research and Testing of Virginia's Department of Education has studied the impact on schools and students of Section 22.1-199 of the Virginia Code, as amended in the 1985 legislative session. This paper uses data from a longitudinal study of 4,500 students who entered or were petitioned to enter kindergarten in the fall of 1986 and 1987, to address the question: What effect do transitional programs implemented pursuant to Section 22.1-199 have on achievement, retention, and other indicators of school success? Cognitive Abilities Test scores of students who spent 1 or 2 years in kindergarten were collected. Of these, the verbal subtest scores, arguably the most susceptible to instruction, were used to show program differences. Analyses revealed a significant negative cognitive effect associated with transitional programs and kindergarten retention. It is concluded that extra-year programs are not beneficial to students. The results discussed, and the results of a large and increasing body of research, suggest that neither transition programs nor retention are viable solutions to the well-documented deleterious changes in early grade curriculum. It is urged that schools be allowed the time and resources needed for redesigning the early grade curricula to effectively meet the needs of Virginia's students before kindergarten transition programs end. (RH)

ED 320 288 EA 021 955

*Guskey, Thomas R.*
Policy Issues and Options When States Take Over Local School Districts.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Educational Equity (Finance); Elementary Secondary Education; Government School Relationship; Power Structure; School District Autonomy; *State Action; State Aid; State Government; *State School District Relationship

Critical issues concerning the state takeover of local school districts are outlined in this paper. Three major topics are addressed: situational factors leading to intervention; the legitimacy of state power; and appropriate beneficial conditions of state takeover. The most frequent reasons for state intervention involve concerns about equity, accountability, and different effectiveness levels of schools with similar resources and populations. A discussion of the issue of state legitimacy concludes that the state has the legitimate power to intervene. However, the extent to which responsibility is part of such power is less clearly defined. Recommendations specify that future state takeovers must provide usable expertise and resources to the local schools involved, utilize multidimensional evaluations of school effectiveness, and clearly define state and local functions. Finally, because the primary reason for intervention is the protection of children's rights, cooperation is crucial. (20

references) (LMI)

ED 320 303 EA 021 987

*Sale, Tim; Levin, Benjamin*
Limits on Reform of Education Finance: A Case Study.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Economics; Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Foreign Countries; Innovation; *Political Influences
IDENTIFIERS- *Manitoba

Educational finance reform requires greater attention on constraining factors that affect adoption and implementation. A review of Manitoba's school finance program illustrates some of the limitations. The need for and feasibility of change is examined from the perspectives of the central government, the school board, taxpayers, the Department of Education and Training, and field staff. The discussion concludes that reform efforts are related to political realities that limit program implementation. Despite the feasibility and imperative for change, educational finance innovation will not likely occur before the next election. (28 references) (LMI)

ED 320 319 EC 231 126

*Lauritzen, Paul*
Educational Personnel Needs Assessment: CSPD Technical Manual, 1989. Critical Areas of Data Collection.
**Wisconsin Univ., Whitewater. Dept. of Special Education.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 89
NOTE- 45p.
GRANT- G008730036
AVAILABLE FROM- CSPD Project, Department of Special Education, University of Wisconsin-Whitewater, Whitewater, WI 53190.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Collection; *Disabilities; Elementary Secondary Education; Employment Opportunities; Employment Patterns; Faculty Mobility; Federal Legislation; *Inservice Teacher Education; *Models; *Personnel Needs; Postsecondary Education; *Predictive Measurement; Special Education Teachers; Staff Development; Teacher Employment; Teacher Supply and Demand
IDENTIFIERS- Education for All Handicapped Children Act

This manual addresses the Comprehensive System of Personnel Development (CSPD) requirement of Public Law 94-142. It presents model procedures for the collection of data necessary to project personnel needs in special education. Implementation of the model will identify: areas of education which show need for additional teachers as well as areas of surplus; ages at which teacher attrition is most likely to occur and the rate of attrition in different teaching fields; and employment opportunities of newly trained teachers for the state. The model also provides information on: the pool of newly prepared teachers available for positions;

the need for and availability of teachers with minority backgrounds; the sources of all newly hired teachers in the state; the age, gender, and educational level of all newly hired teachers; and the reserve pool of teachers available to fill vacancies. It also investigates whether noncertified teachers complete their certification requirements and how long they remain in education, and examines the differences between rural and urban education services. The manual provides a rationale for use of the model, guidelines on application of the personnel assessment procedures, and guidelines on assessment of inservice needs. (JDD)

ED 320 454 FL 800 006

Selections from Literacy Materials in Asia and the Pacific.
**Asian Cultural Centre for UNESCO, Tokyo (Japan).**
PUB DATE- 89
NOTE- 178p.; Photographs will reproduce poorly. For related documents, see FL 800 005 and FL 800 022.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Developing Nations; Foreign Countries; Games; High Interest Low Vocabulary Books; *Literacy Education; Media Selection; Pamphlets; *Publications; *Reading Materials; *Visual Aids
IDENTIFIERS- *Asia Pacific Region

As part of a project in the developing nations of the Asian Pacific region to promote the use and improvement of newly acquired literacy skills, exemplary reading-related materials for this population were gathered from a number of countries. A selection of posters, booklets, audio-visual materials, games, and other printed material are presented here. The subjects of the materials included range from health, nutrition, and daily living skills to farming and business. For each item included, the country of origin, title, description, appropriate audience, and source are noted. Appendixes contain additional materials from the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas and its local versions, the winners of the Nessim Habif Prize Award of 1985, the winners of the first Asian Cultural Centre for Unesco prize for fully illustrated literacy follow-up materials, and a list of the organizations producing the items in the collection. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 481 HE 023 564

*Crawford, A. E.*
Those Who Graduate: A Brief Look at the UNO Graduating Class of 1986.
Nebraska Univ., Omaha.
PUB DATE- Feb 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; *College Graduates; College Transfer Students; Data Collection; Ethnicity; *Graduate Surveys; Higher Education; Minority Groups; School Demography; School Entrance Age; Time Factors (Learning)
IDENTIFIERS- *University of Nebraska Omaha

The University of Nebraska at Omaha (UNO) conducted a study of 1,358 bachelor's degree graduates of the class of 1986 to examine two factors: (1) age at entrance and graduation, and (2) length of time required for graduation from several specified beginning points. The study required four sets of data: demographic, age related data, time-frame related data, and ethnicity related data. Survey findings included: (1) There were 51% male versus 49% female graduates; (2) half of the graduates had moved directly from high school to college, one-fourth had transferred to UNO, and one-fourth had delayed entrance into UNO after high school graduation; (3) The average age at entrance was 18.5 years and over 96% were under 20 years; (4) over 64% of UNO graduates took less than 6 years to graduate; and (5) There was a clear disparity between male and female graduates who were identified as minority group individuals (60%-40%). Recommendations included repeating the study every 5 to 7 years; examining differences between minority group students who graduate and those who do not; and, due to the large numbers of transfer students, reviewing policies dealing with transfer credits. Contains eight references. (GLR)

ED 320 601　　　　　　　　　　　　IR 053 201

Library Services and Construction Act Amendments of 1990. Conference Report (To Accompany H.R. 2742). House of Representatives, 101st Congress, 2nd Session.
Congress of the U.S., Washington, D.C.
REPORT NO.- House-R-101-407
PUB DATE- 90
NOTE- 17p.; Best copy available. For 1989 amendments to Library Services and Construction Act, see ED 316 235.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Elementary Secondary Education; *Family Programs; Federal Legislation; *Federal Programs; *Grants; *Library Services; *Literacy; *Literacy Education; Public Libraries
IDENTIFIERS- Congress 101st; *Library Services and Construction Act

This conference report on the Library Services and Construction Act Amendments of 1990 includes the text of a substitute amendment agreed to by a committee of House of Representatives and Senate members. Amendments are presented for the following sections of the act: (1) Short Title; References; (2) Definitions; (3) Authorization of Appropriations; (4) Allocations; (5) Antidiscrimination Provision; (6) Resource Sharing Coordination; (7) Maintenance of Effort; (8) Education Research Library; (9) Intergenerational Library Services; (10) Childcare Library Outreach; (11) Library Literacy Centers; (12) Drug Abuse Prevention; (13) Use of Title I Funds; (14) Ratable Reductions of Major Urban Resource Libraries; (15) State Annual Program; (16) Technology Enhancement; (17) Preservation Objectives in Construction; (18) Resource Sharing; (19) Preservation Cooperation; (20) Maximum Grants under Title V; (21) Library Literacy Grants; (22) Evaluation and Assessment; (23) Family Learning Center Programs; (24) Technical Amendment; and (25) Effective Date. The most extensive amendment describes the purpose, funding, and applications for new programs to establish Family Learning Centers in local public libraries and state Library Literacy Centers.

Differences among the original House bill, the Senate amendment, and the compromise amendment are noted in an explanatory statement. (MES)

ED 320 629 JC 900 353

*Prasad, Sarada; Murphy, Michael*

A Research Study for Developing a Strategic Plan for Recruiting Academically Superior Students.

**Wisconsin Univ. Centers, Madison. Office of the Chancellor.; Wisconsin Univ. Center, West Bend. Washington County.**

PUB DATE- Sep 88

NOTE- 160p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academically Gifted; *College Bound Students; *College Choice; College Transfer Students; Counselor Attitudes; *Enrollment Influences; High Schools; High School Students; Parent Attitudes; Questionnaires; *Student Recruitment; Teacher Attitudes; Two Year Colleges; Two Year College Students

The study reported in this document was conducted to facilitate strategic recruiting and marketing plans aimed at enhancing enrollments of academically superior students at the University of Wisconsin-Washington County (UWWC). Data on college choice criteria, perceptions, evaluations, information sources, "influentials," and choice outcomes pertinent to the college selection process were gathered in separate surveys of the following target groups: high school honor students and their parents, high school teachers and counselors, and current and former UWWC students who were academically superior. Study findings included the following: (1) 80% of the honor students made their college choices during their senior year; (2) honors students had high academic aspirations, with 61% expecting to attend graduate school; (3) approximately 17% of the honors students gave UWWC as their first choice for college; (4) with minor exceptions there was a high degree of agreement among honor students, their parents, and high school teachers and counselors regarding college selection criteria, the importance of parents in the choice of a college, and their perceptions of UWWC; (5) approximately 72% of the academically superior UWWC students had transferred or intended to transfer to a four-year college; (6) business was the most popular major among current and former UWWC students; (7) the four top college selection criteria among current and former UWWC students were low tuition and living costs, closeness to home, academic quality, and access to needed courses without delay. Appendixes provide the questionnaires and statistical tabulations. (JMC)

# Compton Community College District Student Demographic Data Longitudinal Study, Fall 1985--Fall 1987.

Compton Community Coll. District, CA. Research and Planning Dept.
PUB DATE- Apr 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; College Planning; Community Colleges; Day Students; *Enrollment Trends; Ethnic Groups; Evening Students; Females; Full Time Students; Males; Part Time Students; School Demography; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

In 1988, demographic data were gathered on the students attending Compton Community College (CCC) between fall 1985 and spring 1987 to document the trends in student characteristics affecting the management and planning efforts of the institution. Information was obtained from the Data Processing Department regarding student sex, ethnic origin, age, day/night status, enrollment, marital status, residence, and units. Major findings of the study were as follows: (1) the majority of students attending CCC were Black, female, continuing education, single, and Compton district residents; (2) in fall 1987, 60.3% of the students were Black, 27.1% Hispanic, 10% Caucasian, and 2.8% Asian and Pacific Islander; (3) the percentage of day students increased from 64% in 1985 to 70.7% in 1987; (4) 24.1% of the students enrolled in fall 1985 were classified as first-time new students, compared to 38.6% in fall 1987; (5) for both fall and spring comparisons, there was a continuous decline in the percentage of Black students, while the percentage of Hispanic students steadily increased and the percentage of White students sharply increased; and (6) there was a marked increase from fall 1985 to fall 1987 in the number and percentage of students

registering for 0 to 7.5 units. (JMC)

*Wheeler, John J.; And Others*
A Validation of Social Skill Behaviors across Educational Settings Serving Students with Behavior Disorders.
PUB DATE- Apr 90
NOTE- 41p.; Paper based on paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; *Behavior Rating Scales; Classroom Environment; *Emotional Disturbances; *Interpersonal Competence; Mainstreaming; Secondary Education; *Social Behavior; Special Education Teachers; Student Behavior; *Teacher Attitudes

Phase I of this study sought to identify the specific social skills that 21 teachers of students with serious emotional disturbances (SED) and nine regular education teachers deemed as essential for successful classroom functioning. Subjects were asked to list such behaviors in four categories: environmental behaviors, interpersonal behaviors, self-related behaviors, and task-related behaviors. The resulting list of 214 behaviors was collapsed into a 34-item social skill ranking list. In Phase II, the list was administered to 53 regular education teachers and 68 special education teachers. In Phase III, the list was administered to 129 students in regular and special education junior high and high school programs in southern Illinois. Results indicated that there is a generic set of social skills agreed upon by teachers as being important for successful classroom functioning across special and regular education settings. There was a general level of agreement on the social skills which the teachers ranked as most/least important to functioning successfully in the classroom. Student groups were generally aware of the social skills which were most/least important to teachers in the classrooms. The paper includes a list of 26 references and a copy of the Social Skills Ranking List. (JDD)

ED 320 363 EC 231 177

*Elksnin, Linda K.; Elksnin, Nick*
Facilitating Successful Vocational/Special Education Programs for Mildly Handicapped Adolescents through Collaborative Consultation with Parents.
PUB DATE- Oct 89
NOTE- 19p.; In: Life Options for Exceptional Individuals. Conference Proceedings of the International Conference of the Division of Career Development (5th, Atlanta, GA, October 12-14, 1989); see EC 231 176.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Consultation Programs; *Education Work Relationship; *Mild Disabilities; Models; Parent Participation; *Parent Teacher Cooperation; Secondary Education; Special Education Teachers; *Transitional Programs; *Vocational Education

Collaborative consultation is presented as a model for vocational education programming for mildly handicapped adolescents, in which the teacher-consultant and the parent-consultee cooperatively solve problems through their shared expertise. A nine-step behavioral consultation model is described which facilitates collaborative consultation between parent and special educator. The nine steps are preentry, entry, gathering information, defining the problem, determining solutions, stating objectives, implementing the plan, evaluating the plan, and terminating consultation. Opportunities for implementing collaborative consultation during vocational program planning are described, and include consultation sessions designed to: inform parents of vocational opportunities, plan vocational assessment and collect vocationally relevant information, develop the vocational component of the individualized education plan, and develop plans for transition from school to employment or postsecondary training. Includes 30 references. (JDD)

ED 320 424 FL 018 584

*Veatch, Thomas C.*
Final Devoicing of Fricatives in English.
PUB DATE- Dec 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acoustic Phonetics; Audiotape Recordings; *Dialect Studies; *English; Interviews; *Language Patterns; *Phonology; Sound Spectrographs; *Speech Communication
IDENTIFIERS- *Fricatives

A study of speakers of a range of English dialects was conducted to investigate some influences on the pattern of phonetic final devoicing of phonologically voiced fricatives and affricates. With the help of spectrographically examined tape-recorded speech derived from sociolinguistic interviews of the subjects, the study examined seven English dialects and a small amount of data from two non-native-English speakers. It was found that the differences among speakers in overall likelihood of devoicing did not appear to be attributable to regional dialect differences. It was concluded that the final devoicing of phonologically voiced fricatives is a pan-English phenomenon. (GLR)

ED 320 555 IR 014 471

*McNeil, Donald R.*

Wiring the Ivory Tower: A Round Table on Technology in Higher Education.

**Academy for Educational Development, Inc., Washington, D.C.**
PUB DATE- 90
NOTE- 45p.
AVAILABLE FROM- Academy for Educational Development, Publications Dept., 1255 23rd Street NW, Washington, DC 20037 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Case Studies; Distance Education; *Educational Quality; *Educational Technology; Equal Education; *Financial Support; Higher Education; *Institutional Cooperation; Services; *Staff Development; Telecommunications
IDENTIFIERS- Maricopa County Community College AZ; Rochester Institute of Technology NY

These proceedings address five themes that emerged from discussions among 28 of the nation's most experienced leaders in the uses of technology in higher education: (1) access and equity; (2) quality teaching and learning environments; (3) training and support systems; (4) collaboration and cooperation; and (5) finance. Technical, attitudinal, and structural obstacles pervading each of these themes are discussed in the four major parts of the report. Part I summarizes key points from the round table discussions, highlighting the urgent need for cooperation between institutions of higher education and between telecommunications consortia to avert obstacles to the intelligent use of technology. Part II

contains a discussion paper commissioned by the Academy for Educational Development, "Exploring Obstacles to Uses of Technology in Higher Education" (Raymond Lewis and Milan Wall), which explores the five themes and the obstacles to technology adoption in both distance education and on-campus learning environments. Case studies illustrating successful technology applications in the Maricopa County Community College District in Arizona and at Rochester Institute of Technology in New York are included in Parts III and IV. A list of conference participants is provided. (GL)

ED 320 616 JC 900 339

*Richards, Robin*

Modesto Junior College Athletes: A Study of their Demographics and Academic Performance, 1988-89 Update.

**Modesto Junior Coll., Calif.**

PUB DATE- 90

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Athletes; College Athletics; Community Colleges; Educational Background; Grade Point Average; Majors (Students); Outcomes of Education; Physical Education; Scores; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students

In 1989, a study was conducted of student athletes at Modesto Junior College (MJC), replicating a similar study conducted in 1988. The study was designed to determine the demographic characteristics, educational backgrounds, goals, academic performance, and educational outcomes of the student athletes. Major findings of the study were as follows: (1) 230 men and 93 women participated on MJC's 19 athletic teams, representing an increase in the number of men (+16) and a decrease in the number of women (-10) from 1987-88; (2) about 23% of the athletes were ethnic minorities (up 3% from 1987-88), and 84% were under 21 years of age; (3) 96% of the athletes had obtained a high school diploma, compared to 86% of the total MJC student body and 92% of the 1987-88 athlete sample; (4) the athletes' placement test results were slightly higher than those of the MJC student body as a whole in both 1987-88 and 1988-89; (5) with respect to educational goals, most athletes were interested in transferring (46%) or were undecided (43%); (6) 12% of the athletes majored in physical education; (7) 70% of the athletes had completed over 25 cumulative units; (8) the athletes had an average cumulative grade point average of 2.7, as did the 1987-88 sample; and (9) during 1988-89, 12 of the 324 athletes received associate degrees and 55 transferred. (JMC)

ED 320 655                PS 017 976

*Pallas, Aaron M.; And Others*
The Changing Nature of the Disadvantaged Population: Current Dimensions and Future Trends. Report No. 36.
**Center for Research on Elementary and Middle Schools, Baltimore, MD.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 35p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Definitions; Demography; Educational Attainment; *Educationally Disadvantaged; *Educational Policy; Ethnicity; Family Structure; *Futures (of Society); *Incidence; Limited English Speaking; Mothers; *Population Trends; Poverty; Public Policy; Race

This report examines the current condition of educationally disadvantaged children in the United States, describes conditions likely to prevail through the year 2020, and discusses implications for the education of disadvantaged children. The text: (1) develops a common definition of the term "educationally disadvantaged"; (2) identifies the current state of the educationally disadvantaged; (3) points out projected changes in the educationally disadvantaged population, and indicates implications for social and educational policy. It is asserted that students who are educationally disadvantaged are those who have been exposed to insufficient educational experiences in at least one of three domains: family, school, and community. Over 50 references are cited. (RH)

ED 320 334 EC 231 142

*Cook, Judith A.; And Others*
Strengthening Skills for Success: A Manual To Help Parents Support Their Psychiatrically Disabled Youth's Community Employment.
**Thresholds, Chicago, Ill.**
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 88
NOTE- 74p.; For related documents, see EC 231 143-144.
GRANT- G008402244
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Career Exploration; Career Guidance; *Emotional Disturbances; Interpersonal Competence; Interviews; Job Application; Job Placement; Job Satisfaction; *Job Search Methods; *Mental Disorders; *Parent Participation; Stress Management; Vocational Adjustment; Vocational Rehabilitation; *Work Attitudes; Young Adults

The manual provides information and suggestions to parents of youth with psychiatric disabilities, based on the program at Thresholds, a psychiatric rehabilitation center in Chicago, Illinois. The manual includes case examples, exercises, and space for parent responses. Chapters have the following titles and topics: "The Importance to You of Your Youth's Employment" (the role of values and work, loss and adjustment of expectations, and fear of the unknown); "Understanding Your Youth's Feelings about Working" (adolescence, typical adolescent attitudes toward employment, special employment issues for mentally ill youth); "Ways You Can Help Your Youth Prepare for Employment" (communication techniques, raising self-esteem, and influencing adaptive behaviors); "Supporting Your Youth through the Job Seeking Process" (career exploration, assessing job readiness, the application and interview process); "Holding a Job Over Time: Helping Develop Social Skills" (social skills needed to begin, maintain, and terminate a job); "Stress Management: Helping Your Youth Stay On the Job" (sources of stress, methods of coping with stress, and managing tasks under stress). Fifty-one suggestions for further reading are included. (DB)

ED 320 378 EC 231 192

*Nazar, Fatima*
Giftedness Phenomenon in the State of Kuwait: A National Study.
PUB DATE- Feb 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 14-17, 1990).
AVAILABLE FROM- School of Education, University of Miami, P.O. Box 248065, Coral Gables, FL 33124.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Creativity; Evaluation Methods; Foreign Countries; *Gifted; Intelligence; Leadership; Predictive Measurement; Primary Education; *Student Behavior; *Student Characteristics; Student Evaluation; Student Motivation
IDENTIFIERS- *Kuwait; *Multiple Intelligences

The study examined a group of third grade students from Kuwait, considered gifted based on their mental ability, to determine if intelligence is a meaningful predictor of gifted behaviors. The gifted behaviors studied were learning, motivation, creativity, and leadership. Three hundred students, their mothers (N=300), and teachers (N=142) participated in the study. The two instruments used in the study were Raven's Standard Progressive Matrices and the Scale of Rating Behavioral Characteristics of Superior Students. Eleven students were found to be gifted in all four areas. Results suggest that intelligence alone is not a sufficient predictor of gifted behaviors. Theoretical and practical implications are discussed. Includes 12 references. (JDD)

ED 320 393 FL 018 468

*Winfield, Marie Yolette*
Fundamentally Speaking: A Focus on English as a Second Language (ESL).

PUB DATE- Oct 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; Classroom Techniques; Educational Strategies; *English (Second Language); Grading; *Language Skills; Language Teachers; Learning Strategies; *Limited English Speaking; *Oral Language; Second Language Instruction; Second Language Learning; Skill Development; *Teaching Methods; *Written Language

The techniques used in teaching spoken and written English must be re-evaluated, and more effort should be directed toward helping individuals develop adequate ways of acquiring language skills. Classroom models that confront students with texts they cannot read effectively, and that compel them to repeat words and sentences in a chorus should be done away with. With this technique, students cannot hear themselves and are unlikely to hear one another. Individual assessment also becomes impossible. Teachers must be provided with adequate training support and must learn to be sensitive to cultural issues. English-as-a-Second-Language teachers must become basic skills teachers. An effective instructional approach to language should: (1) allow the learner to learn quickly, while enjoying the learning process; (2) create an atmosphere conducive to full learner participation; (3) provide sufficient intellectual challenge; (4) move from the known to the unknown, concept to element, immediate to remote, simple to more complex, and concrete to abstract; (5) encourage genuine exchanges between students and teachers; (6) develop fertile ground for reading and writing skill acquisition; and (7) promote learning by giving the learner a sense of responsibility and empowerment. (MSE)

ED 320 496 HE 023 580

*Farquhar, Robin H.*
Preparing for the New Paradigm.
PUB DATE- 7 Mar 90
NOTE- 8p.; Paper prepared for discussion at the Association of Universities and Colleges of Canada Conference on "The Academic Labour Market" (Quebec City, Quebec, Canada, March 7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *College Faculty; *Educational Planning; Foreign Countries; *Futures (of Society); Higher Education; Predictive Measurement; Problem Solving; *Teacher Supply and Demand
IDENTIFIERS- *Canada
It is generally believed that there are too few Canadian faculty members to meet adequately the needs generated by recent increases in enrollment and by expanding societal expectations for college research and development, technology transfer, and community service. A very large cohort of faculty members will be retiring around the turn of the century, and personnel required to replace them are not pursuing graduate studies in sufficient numbers. Assuming the validity of these projections, the paper identifies opportunities and dangers that the projections present and then suggests responses. Opportunities include: undertaking major curricular adjustments, redistributing resources among the major functions performed by higher education, and meeting ambitious employment equity targets. Dangers include: failing to have the necessary plans in place; making part-time and limited-term appointments, as quick but unsatisfactory responses to emerging needs; and failing to respond to fast-moving recruitment opportunities due to a tradition of time-consuming, highly participative approaches to reaching appointment decisions. While "front-line" administrators must serve as the pilots, senior central administrators must play an institutional course-setting role. Several strategies are offered for consideration in solving these problems. (JDD)

ED 320 510 HE 023 602

*Carter, Deborah J.; Wilson, Reginald*
Minorities in Higher Education. Eighth Annual Status Report.
**American Council on Education, Washington, DC. Office of Minority Concerns.**
PUB DATE- Dec 89
NOTE- 56p.; For the seventh annual report, see HE 023 601.
AVAILABLE FROM- Office of Minority Concerns, American Council on Education, One Dupont Circle, Washington, DC 20036 (1-10 copies $10.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; American Indians; Asian Americans; Black Students; College Graduates; Data Collection; Educational Status Comparison; Enrollment; Enrollment Rate; *Ethnic Groups; Higher Education; High School Graduates; Hispanic Americans; *Minority Groups; *Sex Bias; Social Influences; Surveys; Trend Analysis

The latest available data as of the end of 1989 is presented on the progress of African Americans, Hispanics, Asian Americans, and American Indians in postsecondary education. Statistics have been compiled on high school completion, college participation, and college completion obtained from the U.S. Department of Commerce's Bureau of the Census data on high school completions and college participation, and from the U.S. Department of Education's Center for Education Statistics on earned degrees. The report also contains earned degree data for historically Black colleges and universities. The report focuses on high school completion and college participation patterns of low-income and middle-income African American and Hispanic youth; Asian Americans and American Indians could not be included because annual data on these groups is lacking. A brief summary of campus efforts to increase minority participation and degreee attainment is included. Contains 19 table of statistics and 17 references. (GLR)

ED 320 525 HE 023 771

*Howe, Richard D.; And Others*
Salary-Trend Studies of Faculty for the Years 1985-86 and 1988-89 in the Following Disciplines/Major Fields: Accounting; Agricultural Production; Anthropology; Architecture and Environmental Design; Area and Ethnic Studies; Audiology and Speech Pathology; Business Administration and Management; Business and Management; Business Economics; Chemistry; Communication Technologies; Communications; Computer and Information Sciences; Curriculum and Instruction; and Dramatic Arts.
**Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.**
PUB DATE- Dec 89
NOTE- 227p.; For other volumes in this set, see HE 023 772-773.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Rank (Professional); Accounting; Agriculture; Anthropology; Architecture; Area Studies; Audiology; Business Administration; Chemistry; *College Faculty; Communications; Comparative Analysis; Computer Science; Curriculum; Departments; Dramatics; Economics; Full Time Faculty; Higher Education;

Information Science; *Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; *Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 700 colleges and universities. Data cover the following 15 disciplines: accounting, agribusiness and agricultural production, anthropology, architecture and environmental design, area and ethnic studies, audiology and speech pathology, business administration and management, business and management, business economics, chemistry, communication technologies, communications, computer and information sciences, curriculum and instruction, and dramatic arts. Presented for each discipline is a summary of the overall average salary increases between the baseline year of 1985-86 and the year 1988-89, for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines. The participating institutions are listed. (DB)

ED 320 540 IR 014 451

*Kaye, Tony; And Others*
Computer Conferencing in the Academic Environment. CITE Report No. 91.
**Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.**
PUB DATE- Oct 89
NOTE- 49p.; Centre for Information Technology in Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Administration; Case Studies; Computer Assisted Instruction; *Computer Networks; *Distance Education; *Educational Cooperation; Foreign Countries; Higher Education; *Social Networks; Teaching Methods; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; *Support Services

This report begins with an introduction to the main features of computer-mediated communication, concentrating on the use of computer conferencing for collaborative and group work. Twelve case studies on the use of computer conferencing in the academic environment are then presented and analyzed, with attention being given to both positive and negative factors influencing the implementation and use of this technology. Three main application areas are covered: administration, academic collaboration, and teaching. Consideration is also given to the use of computer conferencing for social networking. Referring back to the case studies, the concluding section identifies four key areas that must be attended to for successful use of computer conferencing: access to the technology, user support, induction of novice users, and conference moderation. (23 references) GL)

ED 320 570 IR 014 596

*Podany, Zita*
New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume II, No. 1.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 10p.; For Volume I, No. 4 (November 1989) of this series, see ED 319 363.
CONTRACT- 400-86-006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computer Simulation; Computer Software Reviews; *Courseware; Databases; Elementary Secondary Education; *Language Arts; *Mathematics Instruction; *Science Instruction; *Social Studies

This guide lists 21 software packages considered to be worthy of further consideration by other reviewing agencies and schools by a group of 12 computer coordinators from educational software preview centers and evaluation agencies. These software products have been selected as not being likely to appear in the reviews produced by major software evaluation agencies. Included are reviews of courseware for applications in biology, civics, geography, geology, history, language arts, mathematics, music, physics, problem solving, and writing. The types of programs include simulations, use of computer tools (e.g., Hyperscreen), word processing, tutorials, databases, and games. In addition to a brief description of the software package, each entry includes information on: (1) the publisher; (2) the suggested grade level(s); (3) topics addressed; (4) hardware requirements; and (5) price. A list of software producers' addresses and telephone numbers is also provided. (GL)

ED 320 685 PS 018 873

*Abramovitch, Rona*
An Overview of Rural Child Care Needs and Preferences.
Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
REPORT NO.- ISBN-0-7729-3250-6
PUB DATE- Oct 87
NOTE- 57p.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Definitions; Delivery Systems; Early Childhood Education; Foreign Countries; Interviews; Literature Reviews; Models; *Rural Areas; Social Indicators; Surveys
IDENTIFIERS- *Ontario

This report on rural child care in Ontario provides a literature review, a discussion of the term "rural," summaries of related studies, descriptions of program models, and an analysis of statistical data indicating the need for services. The literature review focuses on geographic, economic, and political factors; staffing; rural and urban differences in values and attitudes; integration and flexibility; and rural advantages, models, and child care. The definition of the term "rural" is approached in terms of general considerations, points made in the Canadian Rural Development Council's 1979 workshop report, findings of a survey circulated to Ministry of Community and Social Services (MCSS) area office staff, and a typology thought to serve better than a simple urban/rural dichotomy. The reports of studies of rural child care echo those described in the literature on rural service delivery. The models of delivery systems discussed include center- and home-based care, resource and drop-in centers, mobile programs, and cooperatives. Problems of transportation and linkages and integration of services are also discussed. Prior to a concluding statement that summarizes the report, information from Statistics Canada and the Day Nurseries Information System are analyzed. An appendix provides a description of four MCSS rural child care pilot or demonstration projects. (RH)

ED 320 304 EA 021 988

*Slack, P. J. Ford*
Transforming Transformational Leadership: Learning with the Power of the Mind's Eye.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Culture; Diachronic Linguistics; Elementary Secondary Education; Ethnic Groups; Ethnicity; *Females; History; *Language; *Leadership; *Literary Criticism; Sociolinguistics

A historical overview of the concept of transformational leadership is presented through an analysis of its inherent metaphors, with a focus on the implications for women and ethnic group members. A hermeneutical process within a Foucauldian framework is used to interpret leadership themes in "Little Women" and girl and boy scout handbooks. Findings suggest that historical metaphors have created one culturally acceptable definition of transformational leadership that limits and excludes women and non-Judeo-Christian populations. The author calls for a deconstruction and an understanding of language to perceive the concept of transformational leadership as more than exterior change or a process. (29 references) (LMI)

ED 320 409 FL 018 487

*McCormick, Kay*
Unfiltered Talk--A Challenge to Categories.
PUB DATE- 88

NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Afrikaans; *Code Switching (Language); Comparative Analysis; Diachronic Linguistics; *English; Foreign Countries; Language Research; *Language Variation; *Linguistic Borrowing; Linguistic Theory; Nonstandard Dialects; Regional Dialects; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *South Africa

A study investigated how and why code switching and mixing occurs between English and Afrikaans in a region of South Africa. In District Six, non-standard Afrikaans seems to be a mixed code, and it is unclear whether non-standard English is a mixed code. Consequently, it is unclear when codes are being switched or mixed. The analysis looks at features of the non-standard dialects that are either directly traceable to the other language or are parallel to equivalent structures in the other language. This analysis includes lexical and morpho-syntactic features. It is argued that while the use of the mixed code, non-standard Afrikaans is much more common than code-switching, many instances of intra-clausal switches occur. Closer examination suggests that the point at which codes are switched is not necessarily the exact point at which one language ends and the other begins, but may be located some distance away at a bridge element (a word or phrase). It is unknown whether these shifts are just individual speakers' errors or eccentricities, a product of transitional instability as the speech community shifts toward English, or early signs of the development of a common structural and lexical stock to be freely mixed by speakers. (MSE)

ED 320 425 FL 018 585

*Berney, Tomi D.; Plotkin, Donna*
Bilingual Resource Instruction for the Development of Gainful Employment Skills. Project BRIDGES 1988-89. OREA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 40p.; For 1987-88 report, see ED 310 635.
GRANT- G008635376
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Business Education; *English (Second Language); Federal Programs; *High Risk Students; High Schools; *Job Skills; Language Skills; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; Second Language Learning; Skill Development
IDENTIFIERS- Content Area Teaching; *Project BRIDGES NY

Project BRIDGES, a 3-year program conducted for students of limited English proficiency (LEP) at three High Schools in Brooklyn (New York City) sought to develop the English language, academic, and vocational skills of a high-risk LEP population. The native languages of the participating students were Haitian Creole, Spanish, Chinese, Hebrew, and Russian. Students received instruction in English as a Second Language (ESL) and mathematics, science, and social studies taught bilingually or using ESL methodology. Native Language Arts (NLA) were available in at least three languages at each site. Students enrolled in mainstream classes for art, music, physical education, and business and vocational subjects. Project BRIDGES met its ESL and English reading objectives as well as its objectives in NLA, science, social studies, and business and vocational subjects. The program also achieved its objectives in staff development, parental involvement, mathematics, and student attendance rates. (GLR)

ED 320 468 HE 023 373

*Chambliss, Catherine*

Promoting Active Learning in Freshmen: The Ursinus College Academic Orientation Workshop for Freshmen and Transfer Students. Outcome

Evaluation. Results of a Two-Month Follow Up Study.

PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Activities; *College Freshmen; Followup Studies; Higher Education; *Learning Strategies; Listening Skills; Outcomes of Education; Private Colleges; *Program Evaluation; Program Implementation; Student Attitudes; Student Behavior; *Student Participation; Videotape Recordings; Workshops
IDENTIFIERS- *Active Learning

Modifying the classroom behavior of passive college students is central to the task of improving education. At Ursinus College in Pennsylvania, an Academic Orientation Workshop for freshmen was designed to communicate the college's expectations of high student involvement in classes from the outset of the student's college experience, in order to promote active learning. In the workshop, students viewed a videotape emphasizing active involvement in terms of both class participation and effective listening skills. Small group discussions about the videotape then took place. In order to measure the impact of the workshop, a follow-up study was conducted 2 months after the fall orientation program. The study assessed student attitudes about the importance and appropriateness of active student participation in college courses. Compared to nonparticipants, students who had experienced the workshop reported that they participated more in college than high school classes, reported higher rates of oral class participation, and reported more certainty that faculty members want students to share opinions in class. An appendix contains the script used to train workshop leaders. Includes four references. (JDD)

*Arthur, Gwen; And Others*
Report on the Progress of the CLS Staff Orientation and Training Program and Recommendations for the Future.
Temple Univ., Philadelphia, Pa. Univ. Libraries.
PUB DATE- 28 Feb 89
NOTE- 11p.; For a related document, see ED 308 868.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; Higher Education; Library Instruction; *Library Services; Library Skills; *Reference Services; *Staff Development

The Orientation and Training Task Force of the Temple University Library was charged by the Director of the Central Library System (CLS) in October 1987 to develop plans for a three-level program, including an orientation component for all CLS staff, a second component for staff who regularly work at any public service point, and a third component of in-depth training for those who staff full-service reference desks. In response, the Task Force proposed a five-point program for new and experienced staff, consisting of a guided tour of library environs for new staff, development of a "Central Library System Services Manual," a set of exercises to accompany the manual and to introduce the library's online catalog, development of a library skills workbook, and a schedule of orientation and staff development sessions. This report describes program progress from fall 1988 through spring 1989, noting the goals met and the goals yet to be accomplished. Recommendations are made concerning the organizational structure and tasks of the standing committee responsible for the orientation and training program; the future administration of the program, including guidelines for maintaining the manual, exercises, and other materials, for conducting staff sessions, and for involving all members of the library's staff; and for the orientation and training timetable for 1989-1990. (GL)

ED 320 671 PS 018 855

*Marx, Fern*
School Age Child Care in America: Final Report of a National Provider Survey. Working Paper No. 204.
Wellesley Coll., Mass. Center for Research on Women.
SPONS AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 90
NOTE- 53p.
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Educational Quality; National Surveys; *Parent Participation; Program Evaluation; *Program Improvement; *School Age Day Care; Technical Assistance; *Work Environment
IDENTIFIERS- *Monitoring; *Program Characteristics

This report presents findings of a national survey of school-age child care in the United States which yielded responses from 130 providers in 13 states. The 71-item survey instrument was used to gather information on such program characteristics as the number of children in the program, the program's location, the type of facility in which the program was housed, and days and hours of operation. In addition, a series of questions examined the types of work environment in the programs in terms of staff salaries and benefits. Issues of program quality were addressed through questions regarding staff education, experience, and training; staff-to-child ratios; and types of activities and curriculum offered. Parent participation was also investigated. In general, findings indicated that programs appeared to offer a solid assortment of choices designed to help children relax and expand their horizons in a supervised environment. Although staff turnover was a major concern, openings seemed to be filled in 5 to 6 weeks. The teaching staff appeared to be moderately well-educated. Sufficient in-service training opportunities for improving staff skills were available. Salaries in programs run by public schools were among the highest. Average staff-child ratios for 6- and 7-year-olds were comparatively high. (RH)

ED 320 289 EA 021 957

*Fiore, Alice Marie*
The Efforts of Educational Interest Groups To Defeat Merit Pay for Teachers in Pennsylvania: 1983-1986.
PUB DATE- Feb 90
NOTE- 44p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Lobbying; *Merit Pay; Policy Formation; Political Influences; *Politics of Education; Teacher Employment; *Teacher Salaries
IDENTIFIERS- *Pennsylvania

Efforts of educational interest groups to defeat merit pay for Pennsylvania teachers during 1983-1986 are explored in this case study. Political systems theory and allocative theory provide the conceptual framework. Deutsch's (1973) outline of variables that affect the course of conflict was used to organize indepth personal interviews and a content analysis. Reasons for teacher opposition and administrator support, the most frequently used influencing mechanisms, sources of influence, legislative access points, and norms of the educational policy-making process are discussed. Analysis of the pitfalls of an educational issue with high political and professional interest reminds the uninitiated who pursue legislative change of the realities of the political process. Appendices include Keefe and Ogul's (1969) lobbying techniques, the interview guide, and an outline of Deutsch's variables. (46 references) (LMI)

ED 320 364 EC 231 178

*Henderson, Deborah R.*
Project WorkAbility: California's Successful Transition Program for Secondary Students.
PUB DATE- Oct 89
NOTE- 10p.; In: Life Options for Exceptional Individuals. Conference Proceedings of the International Conference of the Division of Career Development (5th, Atlanta, GA, October 12-14, 1989); see EC 231 176.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Demonstration Programs; *Disabilities; *Education Work Relationship; *Models; Postsecondary Education; *Program Development; Secondary Education; *Supported Employment; *Transitional Programs
IDENTIFIERS- *California

Project WorkAbility is a California program serving special education secondary and postsecondary students. The model design for WorkAbility is based on well-known transition models and contains components common to those models. The design views transition as both a process and a product, supports interagency cooperation and collaboration, and calls for development of individual transition plans. Program components include a curriculum featuring life skills for independent living, job analysis, on-the-job training, frequent work evaluation, 2-year postsecondary follow-up, and staff advocates for students. Although each project is locally controlled, the state-managed project design affords communication of information and problem solving among all project sites. Project strength comes from state and local level interagency collaboration, statewide partnerships with industry, and leadership from the State Department of Education. Includes five references. (JDD)

ED 320 440 FL 018 604

*Kramsch, Claire J.*

New Directions in the Teaching of Language and Culture. NFLC Occasional Papers.

PUB DATE- Apr 89
NOTE- 16p.
AVAILABLE FROM- Cashier, 1619 Massachusetts Ave., NW, Washington, DC 20036 ($3.00 including postage and handling; checks payable to NFLC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Cross Cultural Studies; *Cultural Education; *Curriculum Design; *Educational Change; Educational History; Foreign Countries; Global Approach; Interdisciplinary Approach; *International Studies; Language Research; Political Influences; *Second Language Instruction

Current concern over the link between the teaching of foreign languages and cultures is itself an American cultural concern, born of a specifically American educational tradition focusing on utility, democracy, and scientific measures of progress. State guidelines for integration of the teaching of languages and culture reflect the following issues: skill vs. content; political goals; nonacademic objectives; and academic learning outcomes. These contrast with the situation in France and Germany, where foreign languages do not need the extensive legitimation they do in the United States. The need to account for the cultural dimensions of language forces review of the traditional, positivistic conception of quantitative, normative, linear language learning. Several developments on the national level in the United States make foreign languages part of the general push for curricular internationalization, including increased interest international studies, establishment of a National Foreign Language Center, and addition of cultural proficiency guidelines. The notion of the global village and the assumption of universal pragmatic needs is an obstacle to genuine understanding of other world views. Traditional questions asked of foreign language education in instructional settings must be reframed to form an intercultural pedagogical approach. (MSE)

ED 320 455 FL 800 021

*Batt, Karen; And Others*
ESL Curriculum Guide: Materials and Methods for Teaching English as a Second Language to Adults.
Free Library of Philadelphia, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Class Activities; *Curriculum Design; Curriculum Guides; *Educational Environment; *English (Second Language); *Instructional Materials; *Literacy Education; Material Development; Second Language Instruction; *Second Language Programs; Teaching Methods
IDENTIFIERS- *Free Library of Philadelphia PA

This guide is designed to help volunteers and teachers use English-as-a-Second-Language (ESL) materials in the Free Library of Philadelphia's Reader Development Program collection. The first part is a general overview of ESL, including a description of approaches and methods for teaching. The second part presents suggestions for successful teaching, and describes how to create a supportive atmosphere for the student, emphasizing particular areas of concern when teachers or tutors work with adult ESL students. The third part discusses ESL literacy and offers teachers specific information to help identify, work with, teach, and select materials for ESL literacy students. The fourth part addresses ESL curriculum design, describing materials and considering ways that these materials can be used for instruction with individuals and groups. Thirteen specific areas are discussed separately: conversation, coping skills, listening, reading, pronunciation, writing, idioms, grammar, pre-vocational instruction, citizenship, testing, activities, and vocabulary. Appended materials include a description of the Reader Development Program; a grid showing appropriate curriculum areas and proficiency levels for which certain instructional materials are appropriate; a bibliography of curriculum materials; and a list of publishers, with addresses. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 482 HE 023 565

*Schnell, Jim*
A Comparison of Faculty Dominance in U.S. and South African University Classrooms as It Relates to Cross-Cultural Relations.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *College Faculty; Cultural Differences; Discipline; Foreign Countries; Higher Education; *Intercultural Communication; *Racial Relations; Social Change; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *South Africa

The South African educational system and race relations were studied in the context of effects on cross-cultural relations in the classroom. An examination of South African faculty perspectives was compared and contrasted witht U.S. faculty perspectives and was interpreted in relation to the cross-cultural relations that exist in the two countries. Faculty attitudes were compared through the use of a written survey. Based on the responses received, South African faculty (N=112) were found to be more consistent than U.S. faculty (N=97) and clearly indicated a preference for faculty dominance in the classroom (compared to U.S. preference for diversity and permissiveness). It was maintained that the reason for this was that South African faculty members, having less interaction with culturally different people, do not recognize that there are cultural perspectives other than those held by their own cultural group. It is noted that as long as this condition exists in the South African classroom, the communicative climate in the classroom will result in negative cross-cultural relations and the hampering of social change. The South African and the U.S. faculty survey instruments are attached. Contains 11 references. (GLR)

ED 320 602　　　　IR 053 202

*Hartnett, Anthony; Vaughan, John*
The Liverpool Collection of Early Children's Books: A Research Resource. Occasional Paper No. 12.
**Liverpool Univ. (England). School of Education.**
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- University of Liverpool, Department of Education, 19 Abercromby Square, P.O. Box 147, Liverpool L69 3BX, United Kingdom.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Childrens Literature; Foreign Countries; Higher Education; Illustrations; *Library Collections; *Nineteenth Century Literature
IDENTIFIERS- Education Libraries; *University of Liverpool (England)

This document discusses the collection of early children's books at the Education Library at the University of Liverpool (England). Following background on the creation of the Education Library, the acquisitions policy is summarized and some of the authors represented are listed. The collections of children's periodicals, manuscript exercise books, and illustrated books are then described. Several reproductions of excerpts and illustrations from the collection are included. Information on the University of Liverpool Department of Education programs and publications is provided. (MES)

ED 320 630 JC 900 354

Trends in Enrollment and Degrees Granted, 1948-1989: State University of New York Community Colleges.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jul 90
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *Community Colleges; *Degrees (Academic); Enrollment; *Enrollment Trends; Full Time Students; Longitudinal Studies; Part Time Students; School Statistics; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *New York

Data on enrollments and degrees granted during the years 1948 through 1989 are provided for the community colleges under the program of the State University of New York. Data are presented for the system as a whole as well as for each campus. Fall term enrollments in credit courses are broken down by full-/part-time status and by student level (i.e., undergraduate or graduate). Unlike the enrollment data, which is point-in-time data, the degrees-granted data cover all degrees awarded over each 12-month period, beginning July 1st and ending June 30th of the following year. Numbers of degrees awarded are provided by degree type. The count of degrees conferred does not include other formal awards, such as undergraduate certificates. (JMC)

ED 320 643 JC 900 370

*Hulse-Killacky, Diana*
Effective Group Work in Community Colleges.
PUB DATE- 28 May 90
NOTE- 14p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Charlottetown, Prince Edward Island, Canada, May 26-30, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; College Students; *Cooperative Learning; *Group Dynamics; Heterogeneous Grouping; *Individual Differences; Postsecondary Education; *Student Participation; *Teacher Student Relationship

As college student populations become more diverse and classes become more heterogeneous, instructors have an opportunity to implement leadership models based on the goals of empowerment, cooperation, inclusion, and collaboration. A heterarchical notion of leadership (in which information and authority flow across channels and input from all members of a collective is considered valid and important) can be useful for increasing classroom participation and helping students learn to work in groups. One of the ways to begin building connections across similarities and differences is to provide mechanisms for people to talk to one another. Such opportunities set the stage for students to work together in collaborative and mutually affirming ways. Instructors can serve as key players in this learning process by setting norms that support an open discussion of individual differences. For example, students may be asked to write about the differences they observe in their classmates regarding a specific issue under discussion. By emphasizing the need for open and honest communication, modeling effective listening skills, and providing positive reinforcement as students attempt new behaviors, instructors can help class members shift from superficial interaction with each other to a greater willingness to communicate and examine differences. Interventions aimed at cooperative learning as well as speaking create an atmosphere of shared experience. An important challenge in the process of learning to manage and appreciate differences is to develop some guidelines for generalizing what has been learned to future situations, which increases students' potential for meeting the challenge of diversity in the future. (JMC)

ED 320 305 EA 021 990

*Lane, Kenneth E.; Prickett, R. L.*
Mandated Class Size and Available Classrooms: An Educational Facility Dilemma.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; Crowding; Educational Facilities; *Educational Finance; Elementary Education; *Needs Assessment; *State Legislation; *State School District Relationship; Tables (Data); Teacher Student Ratio

The call for limits on the enrollment of students in classes has continued to grow during the past decade despite questions regarding whether class size really makes a difference in instructional effectiveness. The purpose of the research reported here is to establish what the states have actually done to reduce class size in kindergarten through grade 6. Responses to a profile analysis assessment instrument sent to the state education agencies for each of the 50 states plus the District of Columbia, American Samoa, Guam, Northern Mariana Islands,, Puerto Rico, and the Virgin Islands are analyzed. Two tables show the caps on class size, the classrooms needed, the process used to determine the classrooms needed, and how the new classroom construction was financed. Of the 24 states with mandates to reduce class size, only three (Alabama, California, and South Carolina) conducted a needs assessment to determine the number of classrooms needed to meet the mandates. This study verifies the failure of the states to adequately address the issues of reducing class size as a means to improving student achievement. It illuminates the fact that states have passed mandates but have not conducted a needs assessment of the new classrooms required to meet the mandates. It verifies also that the local school systems are being held responsible for meeting the mandates in both policy and finance without state support in the vast majority of cases. (6 references) (MLF)

ED 320 320 EC 231 127

*Mann, James; Arnold, Mitylene*
Review and Analysis of Mississippi State/Federal Programs Servicing Persons with Developmental Disabilities. The 1990 Report to Congress, Volume I. Prepared in Accordance with: The Developmental Disabilities Act of 1987.
**Mississippi Developmental Disabilities Planning Council, Jackson.**
PUB DATE- Dec 89
NOTE- 183p.; Appendices contain reproduction problems. For volumes 2 and 3, see EC 231 128 and EC 231 129.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Agency Role; *Developmental Disabilities; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Human Services; Preschool Education; *State Agencies; *State Programs
IDENTIFIERS- Developmental Disabled Assist Bill of Rights Act; *Mississippi

As required by Public Law 100-146, the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987, this two-part compendium contains descriptions of federal and state programs in Mississippi providing services to persons with developmental disabilities. Part 1, an analysis of federally assisted programs, covers health services, housing, Medicaid, mental health programs, human development programs, Social Security, special education, transportation, and vocational rehabilitation. Each program description provides information on the administering agency, the legislation enabling the provision of services, the eligibility requirements for receiving services, the scope of the programs, the extent of services, and the effectiveness of the services in meeting individuals' needs. Part 2, which analyzes major state agencies serving developmentally disabled persons, covers Mississippi State's Department of Health, Department of Mental Health, Department of Education, School for the Blind, School for the Deaf, Division of Vocational Rehabilitation for the Blind, Children's Rehabilitation Center, Division of Rehabilitation Services, Division of Medicaid, Council on Aging, Divisions of Family and Children's Services and Economic Assistance, and Housing Finance Corporation. Appendices contain a copy of the Developmental Disabilities Assistance and Bill of Rights Act of 1987 and information on funding and expenditures. (JDD)

ED 320 349 EC 231 158

*Fuchs, Douglas; And Others*

Mainstream Assistance Teams: A Scientific Basis for the Art of Consultation.

PUB DATE- 90

NOTE- 34p.; Portions of the article were presented at the Annual Meetings of the American Educational Research Association (San Francisco, CA, 1989) and the Council for Exceptional Children (San Francisco, CA, 1989).

AVAILABLE FROM- Douglas Fuchs, Department of Special Education, Box 328, George Peabody College, Vanderbilt University, Nashville, TN 37203.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Consultation Programs; Elementary Secondary Education; *Intervention; Prevention; *Program Effectiveness; *Program Length; Special Education; *Special Needs Students; Student Placement

IDENTIFIERS- *Prereferral Services

The study investigated whether a consultant-driven prereferral intervention (Mainstream Assistance Teams) may be shortened in duration, thus improving its efficiency, without reducing its effectiveness. Subjects were 60 general educators, their 60 most difficult-to-teach nonhandicapped pupils, and 22 consultants, representing 17 elementary schools in a large metropolitan school system. The teachers were assigned randomly to a short (N=24) or long (N=24) version of the prereferral intervention or to a control group (N=12). Analyses indicated that the two variants of the prereferral intervention improved teacher perceptions of their difficult-to-teach students, and decreased referrals for testing and possible special education placement. Moreover, results suggested that the short and long versions were equally effective. Implications for consultation-related activity are discussed.

Contains 21 references. (Author)

ED 320 379 EC 231 193

*Capper, Colleen*
Exploring Community Influences on Leadership and Reform: A Micro-Level and Macro-Level Analysis of Poverty and Culture.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Graduate School.
PUB DATE- 16 Apr 90
NOTE- 71p.; Paper presented at the Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; American Indian Education; American Indian Reservations; Community Influence; Comparative Analysis; Cultural Differences; *Cultural Influences; *Disabilities; *Economically Disadvantaged; *Educational Change; *Leadership; Low Income Groups; Outcomes of Education; Preschool Education; Principals; Rural Education; *Socioeconomic Influences

This comparative study explored community influences on leadership and educational reform in representative school districts located in low socioeconomic class, culturally diverse communities. The study compared outcomes of one state's efforts to educate disabled preschool children (ages 3-5) in school districts in low socioeconomic settings with early childhood education efforts in a suburban, affluent community. Five school districts were selected, representing one suburban affluent setting and four economically disadvantaged settings: urban poverty, small town, low-income rural area, and Native American Indian reservation. One 3-year-old child with disabilities was selected in each school district. Findings are discussed in terms of educational practices; family and community characteristics; and the impact of class and culture on principal involvement, expectations for achievement, goal consensus, teacher recruitment and retention, teacher supervision and assistance, and collaboration. The findings demonstrated that the outcomes of a state reform effort with intentions of meeting the needs of young children with disabilities in all school districts were quite different between affluent and economically disadvantaged settings and between urban and nonurban settings. Cultural differences were not clearly dichotomous, and instead presented themselves along a continuum from affluent, to urban poverty, to small town, to rural, and to Native American community. Includes 56 references. (JDD)

ED 320 394 FL 018 472

*Livesey, Paul, Ed.; Verma, Mahenra K., Ed.*
York Papers in Lingustics 13. Selected Papers from the
Sociolinguistics Symposium (7th, York, England, April 14-16, 1988).
Special Number.
PUB DATE- 89
NOTE- 357p.; For individual papers, see FL 018 473-497.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Age Differences; Bilingual Education; Black Dialects; Chronological Age; *Code Switching (Language); Definitions; Dutch; Females; Foreign Countries; French; Immigrants; Language Attitudes; *Language Variation; Linguistic Theory; Phonology; Prestige; Self Disclosure (Individuals); Sexual Identity; *Sociolinguistics; Swahili; Tenses (Grammar); Uncommonly Taught Languages; Verbs
IDENTIFIERS- Essentialism; Glottal Stops; Great Britain; Quebec (Montreal)

The 25 selected papers contained in this volume reflect the current diversity of interests and research methods within the field of sociolinguistics. Titles include: "What is a Language?"; "The Unreality of Quantitative Figures"; "Addressee-Oriented Features in Spoken Discourse"; "Women's Speech, Women's Strength?"; "Age Identity and Elderly Disclosure of Chronological Age"; "Pragmatic Constraints on Interrogatives in Spoken French"; "Twixt the Scylla of Total Assimilation and the Charybdis of Suicidal Purism"; "Dialect Transmission and Variation: An Acoustic Analysis of Vowels in Six Urban Detroit Families"; "Language Variation Theory in the Light of Co-Occurrence Restriction Rules"; "Realtime vs. Apparent time Change in Montreal French"; "Speech Disorder as a Sociolinguistic Problem"; "A Rebuttal of Essentialist Sociolinguistics"; "The Evaluation of Phonological vs. Phonetic Variation in Dutch Standard Pronunciation"; "Qualitative Insights into Working-Class Language Attitudes"; "Unfiltered Talk--A Challenge to Categories"; "The Concept of Prestige in Sociolinguistic Argumentation"; "Gender as a Speaker Variable: The Interesting Case of the Glottalised Stops in Tyneside"; "There's no Tense Like the Present: Verbal -s Inflection in Early Black English"; "Group Affiliation and Quantitative Sociolinguistics"; "The Role of Vernacularization in Tanzania: Swahili as a Political Tool"; "Analyzing English Lexical Elements in the Language of Dutch Immigrants in the United States"; "Linguistic Measures of Developing Social Gender Identity"; "Mediating Skills in the Development of a Multilingual Society: Perspectives for Britain"; "A Paradigm Regained: Conflict Perspective on Language Use in Bilingual Educational and Social Contexts"; and "The Effects of Styles and Speaking Rate on /1/-vocalisation." (VWL)

ED 320 511 HE 023 605

*Friedman, Sally; And Others*
Disability Needs Assessment of SUNY Campuses.
**State Univ. of New York, Albany.**

SPONS. AGENCY- United Univ. Professions, Albany, NY.
PUB DATE- Dec 89
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Disabilities; Faculty College Relationship; Faculty Recruitment; Financial Support; Higher Education; *Needs Assessment; *Physical Disabilities; Place of Residence; Surveys; Work Environment
IDENTIFIERS- *State University of New York

State University of New York (SUNY) faculty, professionals, and librarians who have disabilities were surveyed to determine whether a fund should be established to facilitate the hiring of, and provision of accommodations for, people with disabilities in the SUNY system. The researchers interviewed 25 employees with disabilities at 7 representative campuses in addition to mailing questionnaires to the 504 coordinators of the SUNY campuses represented by the United University Professions. There were estimated to be fewer SUNY employees with disabilities than might have been expected. There was a wide range of types and severity of disability and these variations have led to concomitant variations in needs and accommodations. A need for information about the rights of people with disabilities, about adaptive technology, and about campus-provided services was found, as well as a need for an institutional commitment to the improvement of conditions for currently employed people with disabilities and to the hiring of more such people. The report concludes with recommendations for a matching fund to be monitored over a 3-year period, publicity for the fund, and a top-down commitment of New York State and the UUP to disability issues. The study instrument is appended. Contains 41 references. (GLR)

ED 320 526 HE 023 772

*Howe, Richard D.; And Others*
Salary-Trend Studies of Faculty for the Years 1985-86 and 1988-89 in the Following Disciplines/Major Fields: Education; Education Administration; Engineering; Fine Arts; Foreign Languages; Geography; Geological Sciences; History; Home Economics; Letters; Library and Archival Sciences; Life Sciences; Mathematics; Multi-Interdisciplinary Studies and Music.
**Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.**
PUB DATE- Dec 89
NOTE- 227p.; For other volumes in this set, see HE 023 771-773.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Rank (Professional); Biological Sciences; *College Faculty; Comparative Analysis; Departments; Educational Administration; Engineering; Fine Arts; Full Time Faculty; Geography; Geology; Higher Education; History; Home Economics; *Intellectual Disciplines; Interdisciplinary Approach; Library Science; Literature; Mathematics; Music; Private Colleges; Public Colleges; Second Languages; Teacher Education; *Teacher Salaries;

*Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 700 colleges and universities. Data are provided for the following disciplines: education, education administration, engineering, fine arts, foreign languages, geography, geological sciences, history, home economics, letters, library and archival sciences, life sciences, mathematics, multi-interdisciplinary studies, and music. Presented for each discipline is a summary of the overall average salary increases between the baseline year of 1985-86 and the 1988-89 school year, for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage, as well as comparisons with other disciplines. The participating institutions are listed. (DB)

ED 320 541 IR 014 452

*Mason, Robin*
Home Computing Evaluation. Use of CoSy on DT200, 1989. CITE Report No. 99.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jan 90
NOTE- 33p.; Centre for Information Technology in Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Networks; *Distance Education; Foreign Countries; Higher Education; Interviews; Open Universities; *Student Attitudes; *Teleconferencing
IDENTIFIERS- *Computer Mediated Communication; *Open University (Great Britain)

This report on the use of the computer conferencing system CoSy begins with a summary of its application at the Open University in 1988, and describes the changes made for its use in 1989. An evaluation based on both quantitative statistics of usage and qualitative data from interviews and conference comments is made and compared with results from the first year. The similarities of students' reactions to the medium over the first 2 years are highlighted. The differences brought about by the changes in the second year are also analyzed: the content of the messages, the readership of the conferences, the management of the system, the improvement in communications, and the interactive nature of discussions. The paper then describes the major difficulties impeding further exploitation of the medium: the passivity of students, the limitations of the medium itself, and the difficulties of teaching practical work at a distance. The conclusion summarizes the overall success of the medium and a number of surprising benefits of its introduction at the Open University. (7 references) (GL)

ED 320 556 IR 014 472

*Viteli, Jarmo*
Finnish Educational System and Computer Education in Finland.
PUB DATE- Feb 89
NOTE- 50p.; Paper presented at the Annual Florida Instructional Computing Conference (10th, Orlando, FL, January 30-February 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *National Programs; *Teacher Education
IDENTIFIERS- *Finland

The first of the six sections in this description of the national educational system in Finland discusses the system's goals, its structure and size, the curriculum in the comprehensive and upper secondary schools, and studies in higher education and at the post-graduate level. The second section describes the organization and funding of educational research, noting the roles of the Ministry of Education, institutes of higher education, and permanent research units. Teacher education is the focus of the third section, which provides information on the different groups of teachers in the country, eligibility for a teaching position, and the education of teachers for the kindergarten, comprehensive school, and upper secondary school levels. Major problems in the educational system are outlined in the fourth section. Computer education is described in the fifth section as a separate subject in the comprehensive and upper secondary schools, and information is provided on the state of computer education in 1987-1988, hardware and software configurations in the schools, and the current state of computer education in upper level and upper secondary schools and in the lower level of the comprehensive school. The final section makes projections about the state of computer education in the comprehensive and upper secondary schools in 1995. (8 references) (GL)

ED 320 617 JC 900 340

*Lee, Mimi; Mueler, Toni*
Student Services Review: Grossmont College Disabled Student Programs and Services.
Grossmont Coll., El Cajon, Calif.
PUB DATE- 2 Feb 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Ancillary School Services; Assistive Devices (for Disabled); Communication Disorders; Community Colleges; *Disabilities; Educational Diagnosis; Hearing Impairments; Learning Disabilities; Physical Disabilities; *Special Education; Speech Handicaps; *Student Needs; Tutorial Programs; Two Year Colleges; Two Year College Students; Visual Impairments

An overview is provided of the support services and special activities provided by Grossmont College's Disabled Student Programs and Services (DSPS). Following introductory material on the philosophy and objectives of the DSPS, the report describes the methods used to identify the instructional development and support needs of DSPS students during the intake and verification process. After listing the instructional development classes available to DSPS students, the report discusses funding considerations, equipment needs, and enrollments. The next sections focus on the tutoring and assessment services available to DSPS students through the campus's tutoring and assessment offices, program coordination, and DSPS students' use of these services. The final sections look at DSPS programs for physically, communicatively, and learning disabled (LD) students. For each student group, the report lists the classes and services provided and the qualifications of the participating staff members. With respect to the physically disabled, the report considers the services available to mobility impaired, visually impaired, hearing impaired, health impaired, and acquired brain injured students. Classes for the communicatively impaired are described, including the stuttering, oral motor speech, stroke, pragmatics and communication, and aural rehabilitation classes. Finally, services for LD students are examined, including comprehensive diagnostic assessment, one-to-one tutoring, a support group, and several specially designed classes. (WJT)

ED 320 656 PS 018 686

*Michael, Bernard, Ed.*
Volunteers in Public Schools.
**National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.**
REPORT NO.- ISBN-0-309-04149-X
PUB DATE- 90
NOTE- 159p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($12.50, plus $2.00 shipping and handling; discount on quantity orders of 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Demonstration Programs; *Educational History; Elementary Secondary Education; Literature Reviews; Profiles; Program Descriptions; *Program Effectiveness; *Program Evaluation; *Public Schools; Statistical Data; Tables (Data); *Volunteers
IDENTIFIERS- Program Characteristics; *Research Results

In this book, the Committee on the Use of Volunteers in Schools presents an overview of volunteer activity in U.S. public schools. After an introduction in the first chapter, the second chapter provides a brief history of the organized volunteer movement. A mainly statistical profile of the use of volunteers comprises the third chapter. The fourth chapter provides an analysis of related literature on research and evaluation. In the fifth chapter, site visits to exemplary volunteer programs are analyzed. The chapter includes a description of the criteria by which the sites were chosen, the protocols followed, discussion of the programs observed, and a summary of findings. Factors believed to foster or inhibit successful programs are reviewed in the sixth chapter. This chapter includes a brief discussion of findings that might be helpful to Congress as it considers legislation on a national voluntary youth service program. Recommendations are included at the end of chapters when appropriate. The report concludes with a call to action that presents conclusions and concerns, highlights elements of broad national interest, and proposes actions that the President, the Secretary of Education, and the Congress could take to support the use of volunteers in schools. Appendices provide data from the 1987-1988 National Center for Educational Statistics' Schools and Staffing Survey, an annotated bibliography with 81 citations, and biographical sketches of committee members and staff. (RH)

ED 320 571 IR 053 157

*Lincove, David; And Others*
Guidelines for Integrating Online Database Information into Bibliographic Instruction.
**Ohio State Univ., Columbus. Libraries.**
PUB DATE- Oct 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bibliographic Databases; Librarians; *Library Instruction; *Online Searching; *Optical Data Disks; Reference Services; *Search Strategies

The purpose of these guidelines is to assist librarians in providing students and faculty with appropriate information about computerized sources of information, particularly national online and compact disc (CD-ROM) databases. The guidelines offer ideas for brief, medium-length, and long presentations on the use of online searches, including information on their advantages and disadvantages, the costs of searches, strategies for initiating searches, and formulating a search strategy. An example of a printout from a search of a search request form are attached. (GL)

ED 320 290 EA 021 958

*Popper, Samuel H.*
Pathways to the Humanities in School Administration. Third Edition.
**University Council for Educational Administration.**
REPORT NO.- ISBN-1-55996-144-9
PUB DATE- 90
NOTE- 247p.; For previous edition, see ED 285 291.
AVAILABLE FROM- Publications, University Council for Educational Administration, ($13.95 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Administrator Education; Art History; Culture; *Educational Administration; Elementary Secondary Education; Higher Education; *Humanities Instruction; *Interdisciplinary Approach; Leadership; Liberal Arts; Literary Criticism; Literature Appreciation; Mythology; Organizational Communication; Philosophy
IDENTIFIERS- Anouilh (Jean); Barnard (Chester); Dante (Alighieri); Jefferson (Thomas); Machiavelli (Niccolo); Shakespeare (William); Sophocles; Zeitgeist

Based on the author's experience as a professor of educational administration, this monograph is an argument for establishing a link between the humanities and instruction in school administration. Part 1 discusses the instrumental value of the humanities in administrative preparation and recounts the limitations of past attempts by the University Council for Educational Administration (UCEA) to incorporate the humanities. Part 2 is a discourse titled "Chester Barnard's Conception of Authority Considered in the Context of Sophocles' Antigone' as Adapted by Jean Anouilh." Part 3 is entitled "Dante's De Monarchia': An Early Italian Renaissance Backdrop for Thinking about Thomas Jefferson's Wall of Separation'." Part 4 discusses art and artists in their role as imagemakers of a zeitgeist and concludes by emphasizing the importance of cultural sensitivity in institutional leadership. Part 5, entitled "Clio's Footprints in the Textbook Literature of Educational Administration," discusses the importance of historiography in understanding thematic trends in the development of textbooks on educational administration. The third edition is enlarged with a new section on Shakespeare that integrates Machiavellian ideas and their impact on Shakespeare's conception of political power, especially on the tetralogy called the Henriad. An extensive bibliography is included. (LMI)

ED 320 335 EC 231 143

*Olsen, Susan*
Enhancing Employability: A Curriculum To Prepare Psychiatrically Disabled Youth for Community Employment.
Thresholds, Chicago, Ill.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 102p.; For related documents, see EC 231 142-144.
GRANT- G008402244

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Curriculum Guides; Diagnostic Teaching; *Emotional Disturbances; *Interpersonal Competence; Interviews; *Job Search Methods; Job Skills; Lesson Plans; *Mental Disorders; Multiple Disabilities; *Prevocational Education; Psychoeducational Methods; Self Concept; Teaching Methods; Young Adults

The manual provides a guide to the pre-vocational curriculum for older adolescents and young adults with mental illness offered at Thresholds, a psychiatric rehabilitation center in Chicago. Noted is the common presence of additional handicaps in this population, such as poor reading ability. A psychoeducational clinical teaching approach is emphasized, addressing specific issues faced by persons with mental illness. Fourteen topics are covered, with objectives, an outline, correlated individual activities, activity sheets, and resource materials. Sample topics are as follows: understanding self-concept and how it affects job success; employability skills that have the greatest effect on starting and keeping a job; relating personal interests to career planning; setting career goals and making realistic job choices; learning how to get along with co-workers; job-seeking steps; the job interview; understanding the supervisor's job role and learning ways to interact appropriately; and the correct way to terminate a job. Contains 14 references. (DB)

ED 320 410 FL 018 488

*Milroy, James*
The Concept of Prestige in Sociolinguistic Argumentation.
PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; Ethnicity; Foreign Countries; Language Patterns; Language Research; *Language Variation; *Linguistic Theory; *Prestige; Sex Differences
IDENTIFIERS- Pennsylvania (Philadelphia); *Simplification (Language)

It is suggested that the notion of prestige has been too readily appealed to in explanations of language variation and change, and that such appeals result in apparent contradictions and conceptual confusions. The term "prestige" has been used by sociolinguists in widely differing ways, and, as a result, the nature of the term has become somewhat vague and uncertain. In some instances, at least, a more satisfying explanation is based on the identity function of language (ethnic or gender-related), and notions of prestige can be subsumed and accounted for in identity-based explanations. This approach relies on the observation of the social functions of in-group and out-group norms and the differential social functions of local and supra-local varieties. This approach also draws on the distinction between open and closed groups, and uses a form of cost-benefit analysis in lieu of reliance on the notion of prestige. Patterns of linguistic simplification and studies of the Philadelphia community provide evidence to support this perspective. (MSE)

ED 320 426 FL 018 586

*Berney, Tomi D.; Adelman, Deborah*

Learning E.S.L. with Los Cumbancheros 1988-89. OREA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); Evaluation Methods; Federal Programs; High Risk Students; *Limited English Speaking; Music Theory; Native Language Instruction; Parent Participation; Program Evaluation; Second Language Instruction; *Second Language Learning; *Singing

The Learning English as a Second Language (ESL) with Los Cumbancheros project was developed through the collaborative efforts of several New York State Government offices, community school districts in the Bronx, and the private corporate sector. Its objective was to provide supplemental services to at-risk students of limited English proficiency to keep them in school. The project's vehicle of instruction was a bilingual chorus that rehearsed several times per week and performed regularly. Los Cumbancheros taught students music theory through ESL and Native Language Arts (NLA). Students gained knowledge of music theory and met both the project's ESL and NLA objectives. Attendance records indicated that students participated actively in the program. Additionally, parents expressed enthusiasm for the program and were appreciative of the concomitant parental activities; the Los Cumbancheros parental involvement objectives were also met. (GLR)

ED 320 469 HE 023 402

*Gardner, Philip D.; Lien, Sue-Wen*
From the Heart: A Career in Nursing.
**Michigan State Univ., East Lansing. Collegiate Employment Research Inst.**
PUB DATE- Oct 89
NOTE- 30p.
AVAILABLE FROM- Collegiate Employment Research Institute, Michigan State University, 113 Student Services, East Lansing, MI 48824 ($5.00).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Educational Quality; *Employment Patterns; Graduate Surveys; Higher Education; *Job Satisfaction; Job Skills; *Life Satisfaction; National Surveys; *Nursing; Nursing Education; Quality of Life; Quality of Working Life
IDENTIFIERS- Michigan State University

A sample of Michigan State University alumni, representing 10 graduating classes from 1952 to 1985, received a questionnaire that covered various aspects of their careers. Of the respondents, 144 indicated that they had worked at one point in their career as a nurse. Data from these respondents are analyzed in terms of career skills needed; effectiveness of their educational program in providing those skills; career patterns (graduate's first job, current employment, and a topology of employment patterns); and career, work, and life satisfaction. Among the findings were: (1) communication skills and work skills were rated the most important skill areas; (2) the majority of nurses have held five or fewer jobs; (3) all respondents expressed some dissatisfaction with facets of the work environment, especially with supervisors, amount of work, physical work conditions, and financial rewards; and (4) respondents were very satisfied with life outside work, family life, general level of happiness, and overall health status, but were less satisfied with amount of leisure time and level of physical activity. From the analysis, it is concluded that nurses continue to perform their jobs because of the high internal satisfaction they receive. Includes 12 references. (JDD)

ED 320 483 HE 023 566

*Shaughnessy, Michael F.; And Others*

# Cognitive Differences between Honors and Remedial Students.

PUB DATE- Apr 90

NOTE- 10p.; Paper presented at the Southwestern Psychological Association Meeting (Dallas, TX, April 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; Behavior Problems; *College Freshmen; Dropout Prevention; *Dropouts; Higher Education; *High Risk Students; *Student Attitudes; Student Evaluation; Student Motivation

The problem of ill prepared college freshmen in remedial/developmental classes across the nation has significantly increased. At the same time, colleges and universities are increasingly concerned about college student retention. The study compared the belief structures of two groups: those enrolled in two remedial reading classes, and those involved in "honors" classes. Study results pinpointed emotional irresponsibility and motivation as two significant, non-intellectual differences between the two groups, and both conditions were noted as directly influencing success or failure in college. Student counseling and a focus on more personal responsibility agendas, in addition to reading rate/comprehension skill development, are suggested as partial remedies. Contains six references. (GLR)

ED 320 497 HE 023 581

*Levin, James; Wyckoff, John*
Student Characteristics That Predict Persistence and Success in Baccalaureate Engineering.
SPONS. AGENCY- National Academic Advising Association, Pomona, NJ.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Research also supported in part by a grant from District VI Phi Delta Kappa.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Bound Students; College Freshmen; College Sophomores; *Engineering Education; Higher Education; *Predictor Variables; Student Characteristics; Undergraduate Students; Withdrawal (Education)
IDENTIFIERS- Pennsylvania State University Coll of Engineering

The study sought to develop predictive models of persistence and success in baccalaureate engineering at the end of the sophomore year by analyzing 11 intellective and 9 non-intellective variables. A total of 1,043 students in the 1984 entering freshman class in the College of Engineering at Pennsylvania State University served as the population. Three models were developed to predict sophomore persistence and success at different points in time: pre-enrollment, freshman year, and sophomore year. For the pre-enrollment model, the variables best predicting success were high-school grade point average, algebra score, gender, non-science points, chemistry score, and reason for engineering choice. For the freshman year model, best predictors included grades in Physics I, Calculus I, and Chemistry I. In the sophomore year model, the variables of grades in Calculus II, Physics II, and Physics I were the best predictors. Thus, it was found that the variables which are predictive depend on the student's point of progress through the first 2 years of an engineering program. Includes four references. (JDD)

ED 320 588 IR 053 186

ACRL Member Survey: November, 1989.
Research USA, Inc., Chicago, IL.
SPONS. AGENCY- Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 89

NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Associations; *Library Personnel; Library Surveys; *Professional Development; Questionnaires; *Research Libraries

The Association of College and Research Libraries (ACRL) commissioned Research USA, Inc., to conduct a survey of 468 of their individual members in order to find out more about them, their libraries, and their involvement with ACRL. Some of the specific areas studied in the survey include: (1) the type and place of their employment; (2) their memberships within the American Library Association (ALA) and other discipline-related associations; (3) their opinions on critical issues facing libraries; (4) their perceptions of the value of ACRL activities; (5) their readership of ACRL publications; (6) their involvement in purchasing and budgeting responsibility; (7) their attendance at national conventions; (8) their interest in educational activities; (9) their contacts with ACRL; (10) their local chapter memberships; (11) their participation in discussion groups; and (12) their demographic characteristics. Findings of the study are reported in the form of graphs and tables. The original survey instrument is included. (GL)

ED 320 603 IR 053 203

# Long-Range Strategic Planning for Libraries & Information Resources in the Research University. The Final Report on a Research Program on the Future of the Academic Research Library.

**California Univ., Los Angeles. Graduate School of Library and Information Science.**
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 31 Dec 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Futures (of Society); Higher Education; Information Technology; *Library Administration; *Library Planning; Library Services; *Research Libraries
IDENTIFIERS- *Strategic Planning; University of California Los Angeles

This final report on a project at the University of California at Los Angeles (UCLA) on strategic planning for libraries and information resources in the research university begins with an introductory section on levels of consideration in planning; issues of current concern (effects of technology, economics of libraries, changes in the academic enterprise, and changes in patterns of publication); program goals and objectives; and strategic management. Project components, the time schedule and budget, administration, advisory committee, disciplinary task forces, supporting studies, research projects, and communications are described in the second section. The next section covers management of the project, including time schedule and budget, management of sub-projects, and project data files. The following specific results are discussed in the fourth section: (1) internal management concerns, including administrative structure and personnel; (2) external management concerns, including publishing, political/social/legislative/legal issues, cooperative programs, and technological concerns; (3) needs for print publications; (4) the integration of library/computer/telecommunications; (5) inter-institutional cooperation; (6) acquisition of foreign material; (7) library services; (8) information centers; (9) user interfaces; (10) digitized images; (11) off-campus users; (12) expert service development; (13) indexing and abstracting services; (14) desktop publishing; (15) database development; (16) file conversion; and (17) project management. (MES)

ED 320 631    JC 900 355

*Mertes, Barbara F.*
Articulation and Economic Development: A Blueprint for Action--California's Secondary Educational Institutions and Community Colleges. Community College Issues; Volume 2, Number 2, February 1990.
California Association of Community Colleges, Sacramento.
PUB DATE- Feb 90
NOTE- 37p.
AVAILABLE FROM- California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($6.00 for 1-5 copies, $5.00 for 6 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; *Articulation (Education); College Preparation; *College School Cooperation; Community Colleges; High Schools; Leadership; Presidents; Principals; State Surveys; *Teacher Attitudes; Two Year Colleges; Vocational Directors; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *California

In 1989, a study was conducted to explore career-vocational faculty members' perceptions of students and of elements which would improve articulation between secondary schools and community colleges. The study also involved surveys of community college chief executive officers (CEO's), high school principals, and Regional Occupational Programs and Centers (ROP/C) directors regarding the leadership qualities needed to provide an optimum career-vocational teaching and learning environment. The study sample included 25 California community colleges and 263 high schools and ROP/C's; 24 colleges, 230 high schools, and 27 ROP/C's participated. Survey responses were received from 762 college instructors, 1,073 high school instructors, 164 ROP/C teachers, 18 college CEO's, 136 high school principals, and 23 ROP/C directors. Study results included the following: (1) high school and college faculty agreed that career-vocational students lacked basic skills, analytical skills, study skills, self-motivation, self-esteem, and family support; (2) barriers to effective instruction included cultural and economic differences among students, lack of interdisciplinary cooperation among faculty, and lack of cooperation between high school faculty and community college faculty; and (3) community college CEO's, high school principals, and ROP/C directors agreed that the institution's lead officer should emphasize the worth and value of career-vocational programs, take responsibility for creating formal articulation councils among and between educational institutions, and consider reorganizing the current college/high school administrative structure to ensure strong industry relations and to promote high school liaison activities and projects. (WJT)

ED 320 672 PS 018 856

Michigan Early Childhood Education Preschool Program Product Evaluation Report, 1989-90.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jun 90
NOTE- 61p.; For 1988-89 Evaluation Report, see ED 308 931.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Compensatory Education; Educational Finance; Emotional Development; *High Risk Students; Parent Participation; *Preschool Education; *Program Effectiveness; Program Evaluation; *Program Improvement; Psychomotor Skills; *School Districts; State Programs; Summative Evaluation
IDENTIFIERS- *Saginaw City School System MI

Findings of the second product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds are reported. The Piaget-based program involves seven component areas: cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation. The major outcome question was: Did the program attain the 26 objectives it set out to accomplish? Data were collected on the Prekindergarteen Saginaw Objective Reference Test, the Affective Rating Scale, a Parents as Partners sheet, and existing records. The 1989-90 Chapter 1 prekindergarten program served 442 children at 16 elementary schools. Evaluation data indicated that in its second year of operation, the program was quite successful, with 21 of 26 objectives attained. Recommendations for program improvement are offered. Nine appendices provide related material. (RH)

ED 320 686 PS 018 875

*Feng, Jianhua*

Play and Its Role in the Social Development of Young Children.

PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; *Definitions; Literature Reviews; *Outcomes of Education; *Play; Research Needs; *Social Development; Teacher Role; *Theories; *Young Children

This paper reviews theories of play and discusses the relationship between children's play and social development. The paper begins with a discussion of an educator's concern that young children in modern China have decreased the amount of their play due to pressure from the family to acquire academic skills. The review of major theories of play addresses theories developed before World War I, which are termed classical, and those developed after the war, termed modern. Five descriptive characteristics of play viewed as critical to the definition of play are listed. The research reviewed indicates that training in group dramatic play can result in gains in social skills and perspective-taking. But research findings leave unanswered questions about which aspects of play are primarily responsible for developmental gains. Implications of the research for early childhood education are pointed out. These concern the provision of an environment conducive to play and the use of play tutoring to promote social play. Directions for future research are suggested. (RH)

ED 320 350 EC 231 159

*Kennedy, Mary F.; And Others*
On Doing a Naturalistic Evaluation.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Enrichment Activities; *Evaluation Methods; Foreign Countries; *Gifted; *Naturalistic Observation; *Program Evaluation; *Qualitative Research; *Research Methodology
IDENTIFIERS- Newfoundland

The paper describes a naturalistic evaluation study of an enrichment program for gifted learners in Newfoundland. The pull-out program (for two half days out of six) is described in terms of audience concerns and issues, standards, program components, and data-generating techniques (observations and interviews). The evaluation led to a report pointing to specific strengths and weaknesses and went beyond assessment of the impact of the program to thorough description and judgment. Also discussed is the naturalistic approach to program evaluation in general considering its emergent design, rigor factors inhibiting naturalistic evaluation (such as the non-quantitative results), cost factors inhibiting naturalistic evaluation, and training factors inhibiting naturalistic evaluation. Contains 10 references. (DB)

ED 320 365 EC 231 179

*Laine, Colin J.*
A Portrait of "Futures" Clients and Their Instructional Needs.
PUB DATE- Oct 89
NOTE- 14p.; In: Life Options for Exceptional Individuals. Conference Proceedings of the International Conference of the Division of Career Development (5th, Atlanta, GA, October 12-14, 1989); see EC 231 176.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Cognitive Tests; *Disabilities; *Disadvantaged Youth; Educationally Disadvantaged; Foreign Countries; *Job Skills; Mathematics Skills; Problem Solving; Secondary Education; Student Evaluation; *Student Needs; *Teaching Methods
IDENTIFIERS- Ontario; Structure of Intellect

The FUTURES program was developed by the Ontario (Canada) Ministry of Skills Development in order to better prepare severely disadvantaged and disabled youth in terms of both academic and job-readiness training. This study sought to construct a portrait of FUTURES students which would contain data readily translatable to counseling and instructional strategies. The sample consisted of 63 applicants to the Pre-Employment Preparation component of the program at Fanshawe Community College (London, Ontario). To identify the students' cognitive style or problem-solving ability, tasks from the Structure of Intellect Learning Abilities Test were administered. A cognitive profile was compiled using the average scores. The profile indicated that students would gain more in learning when given opportunities for discovery learning as compared to a lecturing or expository style of teaching. Students showed weak evaluation skills and impulsivity in problem solving and work environments. Mathematics was the weakest achievement area of applicants, and math scores correlated significantly with all cognitive dimensions. Job-readiness skills were relatively strong. Includes 20 references. (JDD)

*Fixman, Carol S.*
The Foreign Language Needs of U.S.-Based Corporations. NFLC Occasional Papers.
**Johns Hopkins Univ., Washington, DC. National Foreign Language Center.**
PUB DATE- May 89
NOTE- 22p.
AVAILABLE FROM- Cashier, National Foreign Language Center, 1619 Massachusetts Ave., N.W., Washington, DC 20036 ($3.00 including postage and handling; checks payable to NFLC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Needs; Foreign Countries; Foreign Nationals; *Industry; *International Trade; Interpreters; Interviews; *Language Proficiency; Language Research; *Language Role; *Second Language Learning; Surveys

This study investigated how and when foreign language competence makes a difference in the international operations of U.S.-based corporations, what skills are required, and how companies access them. Thirty-two interviews were conducted in nine companies of varying size and type, with people representing a variety of perspectives in human resources, training and development, line international management, technical, client service, strategic planning, public affairs, and top management (small companies) functions. Most of the people interviewed had served abroad for their firm. Questions focused on foreign language needs within the firms and on relations with outside parties, including joint venture partners, customers, distributors, suppliers, and foreign governments. This report summarizes the findings on the needs of small and medium-sized companies vs. large multinationals, the employment levels at which foreign language skills are important, the types of work calling for foreign language skills, at what locations foreign languages are needed, what skills are necessary, foreign language skills in hiring and career advancement, the use of U.S. expatriates and foreign nationals, corporate use of interpreters and translators, corporate foreign language training, the Japanese market, and the future trends in foreign language needs. A brief bibliography is included. (MSE)

Preparation of Neo-Literate Materials for Rural Development. Final Report of a Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (6th, Kuching, Sarawak, Malaysia, September 21-30, 1988).

**Asian Cultural Centre for UNESCO, Tokyo (Japan).; Malaysia Ministry of National and Rural Development, Kuala Lumpur.; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.**

PUB DATE- Feb 89
NOTE- 120p.; Photographs will reproduce poorly. For related documents, see FL 800 005-006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Literacy Education; *Material Development; Program Descriptions; *Reading Materials; *Rural Areas; Workshops
IDENTIFIERS- *Asia Pacific Region; Bangladesh; China; Indonesia; Iran; Laos; Malaysia; Maldives; Nepal; Pakistan; Philippines; Thailand; Unesco; Vietnam

The proceedings of the sixth regional workshop consist of a description of the project and the workshop; a description of the field survey, preparation, and field testing of materials by the group; five papers presented at the workshop; and notes on planned follow-up activities in the participating countries. The workshop culminated a project on the development of reading and reading-related materials for newly literate residents of developing countries in the Asian Pacific region. Prototype materials were developed by the Asian/Pacific joint Production Programme in previous workshops after extensive field surveys had been distributed and tested. This process is described in the proceedings. The papers presented at the workshop include: a report by a representative of Unesco, one of the participating organizations; a report from the Asian Cultural Centre for Unesco; the keynote address on the need for relevant, readable materials in developing nations; a report of progress in each participating country (Bangladesh, China, Indonesia, Iran, Laos, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand, and Vietnam); and a presentation about Malaysia's progress in three areas: eradication of illiteracy, universalization of primary education, and continuing education. Appended materials include four brief speeches presented in the workshop. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 542 IR 014 453

*Guerrero, Frank; And Others*
Collaborative Learning and Computers: What Some New York City
Teachers Are Doing, 1988-89. Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- Mar 90
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Cooperative Learning; Elementary Secondary Education; *Group Instruction; Interviews; Observation; Questionnaires; *Teacher Attitudes; *Teacher Role

The purpose of this study was to better understand teachers' perceptions of collaborative learning and to explicate how they use computer activities to promote cooperative learning experiences. Based on questionnaire responses and group meetings, the Office of Research, Evaluation, and Assessment (OREA) identified seven New York City teachers of various grade levels who appeared to be using computers to encourage student collaboration. Classes ranged from a high school business course using spreadsheets, to special education students using simulations, to elementary school children using word processors for creative writing. OREA staff observed two to three class sessions of each teacher, and later met with them to clarify aspects of the observation and obtain information about related class activities. Of particular interest were the types of activities used, group composition, and the roles of teachers and students in these computer settings. Major findings include: (1) teachers believed that collaborative learning promoted the goals of problem solving and report production; (2) teachers used several types of software in collaborative learning activities; (3) most computer activities were structured so that students worked in pairs; (4) preparation did not involve instruction of students in social skills necessary for collaboration; (5) little or no role or task differentiation was observed; and (6) teachers acted as facilitators of the group work. Among the recommendations is that teachers be provided with further training and support for implementing collaborative learning. Appended are brief profiles of each of the seven class sites. (35 references) (GL)

ED 320 557                                    IR 014 473

*Viteli, Jarmo*
Helping Students To Solve Word Math Problems: CAI as an Alternative Method of Instruction.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Conventional Instruction; Foreign Countries; Grade 5; Intermediate Grades; Intermode Differences; *Mathematics Instruction; Pretests Posttests; *Problem Solving

The purpose of this study--which was a part of the Flexible Learning Environment project at the University School of Nova University in Florida--was to determine if there was a difference in learning to solve mathematics word problems between groups using computer assisted instruction and groups taught by teachers. Fifth-grade students (N=31) were divided into four groups (two teacher-taught groups and two computer-taught groups) for the 4-week experiment, in which instruction in word problems was given every day. Subjects in all groups were given a test before the beginning of the experiment. An independent t-test found that the difference between the pretest means was not significant. At the end of the experiment all groups took the same test as they had taken before the experiment. An independent t-test found that the difference between the post-test means was not significant. It was concluded that computer assisted instruction could be used as an alternative to conventional methods of teaching mathematics word problems. The test used as the pre- and posttest is appended. (15 references) (GL)

ED 320 572 IR 053 167

*Preston, Nancy R., Comp.*
Library and Information Services for Literacy. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 4p.
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include a self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adult Literacy; Annotated Bibliographies; *Illiteracy; *Information Services; *Library Role; *Library Services; *Literacy Education; Reading Attitudes
IDENTIFIERS- Information Society

Documents and journal articles featured in this nine-item annotated bibliography concern the role of library and information services in developing and expanding literacy at all levels in an increasingly information-oriented society. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database. (GL)

ED 320 644 JC 900 371

*Coady, Sharon*
How To Hire Good Faculty.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual International Conference on Teaching Excellence and Conference of Administrators (12th, Austin, TX, May 20-23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; *Employment Interviews; *Personnel Policy; Search Committees (Personnel); Simulation; Teacher Evaluation; *Teacher Selection; Teaching Experience; Teaching Skills; Two Year Colleges

To avoid the costs to the college and its students of making a poor hiring decision, Edison State Community College in Ohio uses the techniques of descriptive interviewing and teaching simulations to select new faculty. In descriptive interviewing, questions focus on how the candidate has actually behaved in real situations rather than on vague philosophical issues and hypothetical solutions to hypothetical problems. For example, during traditional interviews, candidates might be asked to describe a good evaluation system. In a descriptive interview, the candidate would be asked to describe the evaluation system he/she used in the most recent course he/she taught, whether it was normative or criterion-based, and what kinds of tests and exercises were used. Other sequences of questions used at Edison focus on the candidates' past experience with curriculum development and professional activities to maintain discipline currency. Given that even the most informative and revealing interview does not necessarily guarantee a good teacher, the college also uses teaching simulations to asess how well a candidate relates with students and how coherently he/she can deliver information and stimulate thinking. Finalists are asked to choose their own mode of delivery and to cover a small body of material in real or created classes. The evaluation system for the simulation consists of solicited feedback about the candidate's presentation from the students and any non-faculty before the department representative, the division chair, and the search committee meet for discussion. Though pitfalls exist in both methods, the combination offers a more solid base for hiring decisions than does the traditional interview and resume. (JMC)

ED 320 306 EA 021 995

*Pulling, Jane*

Collegiality: Creating and implementing Shared Vision Utilizing a Team Approach.

PUB DATE- 90

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Organization; *American Indians; *Collegiality; Educational Innovation; Elementary Secondary Education; *Leadership Styles; Organizational Climate; Organizational Development; *Participative Decision Making; *Vertical Organization

Two different operational concepts of "vision" are compared and analyzed in terms of their applicability to educational organization. The military model is vertical, hierarchical, conducive to immediate and specific action, and unambiguous responsibility. However, its inflexibility discourages communication and creativity. The Native American, specifically, the Sioux Indian, type of organizational framework is circular, collegial, and based on assignment of responsibility according to individual expertise. However, its acceptance of multiple leadership and shared decision making does not facilitate quick action. Applied to the organizational structure of schools, a merger of the structural military model with the individually empowering circular system is advocated. The objective is not teacher-managed schools, but the assignment of responsibility to appropriate people and the recognition of multiple visions. The combined model provides structure for management of routine tasks, yet encourages shared information and leadership. (LMI)

ED 320 321                    EC 231 128

*Mann, James; Tan, Moh-Liang*
A Consumer Satisfaction Study of Services of Individuals with Developmental Disabilities in Mississippi. The 1990 Report to Congress, Volume II. Prepared in Accordance with: The Developmental Disabilities Act of 1987.
**Mississippi Developmental Disabilities Planning Council, Jackson.**
PUB DATE- Dec 89
NOTE- 135p.; Graphs (Figures 1-35) contain dark type on dark background. For volumes 1 and 3, see EC 231 127-129.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Delivery Systems; Demography; *Developmental Disabilities; Federal Legislation; *Human Services; Independent Living; Interviews; Leisure Time; *Needs Assessment; *Participant Satisfaction; *Quality of Life; Quality of Working Life; Social Integration; Social Services; State Surveys; Use Studies
IDENTIFIERS- Developmental Disabled Assist Bill of Rights Act; *Mississippi

This report was prepared as part of Mississippi's reporting requirements for Public Law 100-146, the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987. It contains the results of 300 in-person interviews determine their satisfaction with services. A descriptive analysis of the interviews is presented in six chapters covering the following topics: (1) sample characteristics (age, gender, race, marital status, primary and secondary diagnoses of handicapping conditions, and functional capabilities); (2) satisfaction with current life situations and specific programs and services (residential services, vocational services, health services, individual support, transportation services, and recreation/leisure services); (3) independence in choice of living situations, choice of occupations and leisure activities, input in medical and financial matters, and input in social matters; (4) integration into community activities, such as voting; visiting with friends and neighbors; and going to restaurants, churches, movies, and sports events; (5) productivity in jobs and other activities; and (6) level of need for support services. Findings showed a relatively high level of satisfaction for the majority of interviewees. Appendices contain the survey instrument and administrative forms. (JDD)

ED 320 380 EC 231 194

Incentives To Work for SSI and SSDI Recipients. A Summary of Pertinent Provisions of Federal Social Security Legislation, Including the Employment Opportunities for Disabled Americans Act (P.L. 99-643). NARF Monograph Series.

**National Association of Rehabilitation Facilities, Washington, DC.**

PUB DATE- Oct 88

NOTE- 37p.

AVAILABLE FROM- National Association of Rehabilitative Facilities, P.O. Box 17675, Washington, DC 20041 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adults; *Disabilities; *Employment Potential; *Federal Legislation; Income; *Vocational Rehabilitation

IDENTIFIERS- *Employment Opportunites for Disabled Americans Act; Social Security; Social Security Disability Insurance; Supplemental Security Income Program; *Work Incentives

Intended for rehabilitation counselors, the booklet provides information about the Employment Opportunities for Disabled Americans Act which provides incentives and assistance for people with disabilities who wish to work. The booklet begins with a brief description of the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. The descriptions are followed by an overview of the work incentive provisions and contains a short summary of their legislative history. Each work incentive provision is then described in greater detail. These descriptions are grouped into three sections: one for those incentives which apply to SSDI only; one for those provisions which apply to SSI only; and one for the incentives which apply to both SSDI and SSI. The booklet ends with a glossary of terms as they are defined in Social Security Administration literature and a section listing six relevant publications generally available at local Social Security field offices.

ED 320 395 FL 018 473

*Le Page, R. B.*
What Is a Language?
PUB DATE- 88
NOTE- 23p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creoles; *Descriptive Linguistics; Foreign Countries; French; *Grammar; Greek; Indonesian; Italian; *Language Patterns; Linguistic Theory; *Oral Language; Pidgins; *Sociolinguistics; Swahili; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Caribbean Islands; *Natural Language; Tok Pisin

A discussion on the nature of language argues the following: (1) the concept of a closed and finite rule system is inadequate for the description of natural languages; (2) as a consequence, the writing of variable rules to modify such rule systems so as to accommodate the properties of natural language is inappropriate; (3) the concept of such rule systems belongs instead to a world of stereotypes about language, which are usually politically or ideologically motivated and which must be constantly re-examined, or to written language, which is different in nature and not an alternative representation of spoken language; and (4) while taking note of such stereotypes and their effect on natural language, sociolinguists, as well as all other linguists should be concerned with the description of the systems inherent in the linguistic behavior of networks of individuals, working toward models of adequate explanatory adequacy. Examples are drawn from French, Bahasa Malaysia, Italian, Greek, Swahili, Tok Pisin, and Caribbean Creole. A four-page bibliography is included. (MSE)

ED 320 411 FL 018 489

*Milroy, Lesley*
Gender as a Speaker Variable: The Interesting Case of the Glottalised Stops in Tyneside.
PUB DATE- 88
NOTE- 11p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Middle Class; *Phonology; *Regional Dialects; *Sex Differences; *Social Class; Working Class
IDENTIFIERS- *England (Newcastle Upon Tyne); *Glottal Stops

A study investigated the relationship between sex and social class in the spontaneous speech of 16 individuals from Newcastle upon Tyne (England). Specifically, the study examined the frequency of glottalized variants of three voiceless stops, and treated variation by sex as separate from, not a byproduct of, variation by class. Subjects were four male and four female adults from professional families and four female and four male adults who were in unskilled occupations or unemployed. An analysis of the patterns shows an effect of class and a much larger effect of sex. Results suggest that the glottalization considered characteristic of Tyneside vernacular is better described as a male rather than a working class norm. Supporting data from the vowel patterns of the same speakers suggest that consonant variables are more likely than vowel variables to function as sex markers. It is concluded that it is inappropriate to develop a sociolinguistic theory that attempts to explain sex differences in terms of class, and to account for the interacting effect of sex and class by invoking a stereotyped notion of women's status-consciousness. (MSE)

ED 320 484 HE 023 567

*Winkler, Donald R.*
Higher Education in Latin America. Issues of Efficiency and Equity. World Bank Discussion Papers 77.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1518-8
PUB DATE- 90
NOTE- 170p.
AVAILABLE FROM- The World Bank, 1818 H Street, NW, Washington, DC 20433 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cost Effectiveness; Educational Policy; Efficiency; Enrollment; *Equal Education; *Financial Support; Foreign Countries; Government School Relationship; *Higher Education; Latin Americans; Private Colleges; Public Colleges; *Public Education; *Resource Allocation

IDENTIFIERS- *Latin America

The current state of higher education in Latin America is examined in discussion papers which attempt to identify the major problems in efficiency, finance, and equity in the area and offer policy choices for improving university performance and quality while maximizing society's return on its investment. The papers are organized as follows: (1) the institutional context which provides the boundaries for analysis and public policy debate; (2) efficiency in resource allocation within the higher education sector; (3) efficiency in resource allocation between higher education and other sectors; (4) equity in the distribution of access to and government subventions to higher education; (5) sources of finance for higher education (sections 2 through 5 focus on undergraduate instruction primarily in larger countries in Latin America); (6) issues in graduate education and research; and (7) a discussion of prescriptions for the improvement of equity and efficiency in Latin American higher education. Appendices include country-by-country breakdown of enrollments, higher education expenditures, and other statistics related to higher education that are indicative of specific countries. Contains 145 references. (GLR)

ED 320 498 HE 023 582

*Vipond, Douglas*

Collaborative Knowledge-making in an Introductory Psychology Course: "Coverage," Depth, and Authority.

PUB DATE- Mar 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Chicago, IL, March 22-24, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Classroom Environment; Higher Education; *Introductory Courses; Psychologists; *Psychology; *Student Projects; *Teacher Role; *Teaching Methods; Tests; Textbooks

An approach to teaching introductory psychology is presented, stressing depth over coverage and giving power and authority to students rather than to the teacher and the textbook. The typical introductory class is dedicated to the notion of coverage, and textbooks and tests are material artifacts supporting the ideal of coverage. Also in most introductory courses, students assume an acquiescent and non-authoritative status vis-a-vis the authority of the text and the teacher. The proposed approach involves studying in depth one "eminent contributor" to the field of psychology. For 8 weeks of the course, students write short reports on several contributors, recommend papers for other students to read, and write position papers explaining the pros and cons of studying the various contributors. Following "campaigning" and a series of votes, the class chooses one contributor to concentrate on. Students then conduct an inquiry into that individual, reading works by and about him/her, and writing papers. Course grades are based on the students' degree of participation in the project and their peers' perceived value of each student's participation. Limitations of the technique are noted, and six references are cited. (JDD)

ED 320 512 HE 023 606

*Bingaman, David E.*
The Relationship of Cognitive and Affective Variables to College Grade Point Average among Highly Successful High School Graduates.
PUB DATE- Feb 89
NOTE- 71p.; Master's Thesis, Bucknell University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Records; College Entrance Examinations; College Graduates; *Grades (Scholastic); Higher Education; High School Graduates; *Performance Factors; Personality Traits; *Predictor Variables; Student Attitudes; Student Characteristics; *Student Evaluation; Student Motivation
IDENTIFIERS- Scholastic Aptitude Test; Student Performances

The variables of Scholastic Aptitude Test scores, high school rank, emotional adjustment, motivation for grades, and sex were examined as they relate to the academic success of university seniors. Information from 208 members of the Class of 1988 from a Mid-Atlantic Region liberal arts college was collected through the Opinion, Attitude, and Interest Survey; the Student Questionnaire; and data from the school concerning academic achievement. Multiple regression analyses revealed that the Scholastic Aptitude Test scores accounted for approximately 11% of the variance, while the achiever personality scale of the Opinion, Attitude, and Interest Survey added approximately 3% to the variance. Results of the study did not provide strong evidence to indicate that personality variables are better predictors of college grade point average than cognitive measures among highly successful high school students. Future research needs to focus on other cognitive and affective variables which may correlate with college grade point average. Contains 48 references. (Author/GLR)

ED 320 527                                   HE 023 773

*Howe, Richard D.; And Others*

Salary-Trend Studies of Faculty for the Years 1985-86 and 1988-89 in the following Disciplines: Nursing; Philosophy and Religion; Physical Education; Physical Sciences; Physics; Political Science and Government; Psychology; Reading Education; Secretarial and Related Programs; Social Sciences; Sociology; Special Education; Student Counseling and Personnel Services; Teacher Education; General Programs; and Visual and Performing Arts.

**Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.**

PUB DATE- Dec 89

NOTE- 227p.; For other volumes in this set, see HE 023 771-772.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; Counseling; Departments; Full Time Faculty; Higher Education; *Intellectual Disciplines; Nursing; Office Occupations; Philosophy; Physical Education; Physical Sciences; Physics; Political Science; Private Colleges; Psychology; Public Colleges; Reading Instruction; Religion; Social Sciences; Sociology; Special Education; Student Personnel Services; Teacher Education; *Teacher Salaries; Theater Arts; *Trend Analysis; Visual Arts

The volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 700 colleges and universities. The following 15 disciplines are included: nursing, philosophy and religion, physical education, physical sciences, physics, political science and government, psychology, reading education, secretarial and related programs, social sciences, sociology, special education, student counseling and personnel services, teacher education, general programs, and visual and performing arts. Presented for each discipline is a summary of the overall average salary increases between the baseline year of 1985-86 and 1988-89 for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines. The participating institutions are listed. (DB)

IR

ED 320 589 IR 053 187

*Kirby, Steven; And Others*
Appointment with Destiny: Memorial Library Faces the 1990s.
**Minot State Univ., ND.**

PUB DATE- 10 Apr 90
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Libraries; Higher Education; Interlibrary Loans; *Library Collections; *Library Facilities; *Library Services; Library Standards; Library Technical Processes; *Long Range Planning; Reference Services; *Resource Allocation; Self Evaluation (Groups); Staff Utilization

This 5-year strategic plan for the Minot State University's Memorial Library includes: (1) a chart showing the organization of the Minot State University Institutional Planning and Leadership Organization and committee members; (2) a profile of the community served by the library; (3) an assessment of the library's current performance from the perspective of the Association for College and Research Libraries 1986 publication, "Standards for College Libraries," examining library facilities, collections and the collection development process, reference and computer assisted reference services, bibliographic instruction, circulation, interlibrary services, technical services, audiovisual services, the microcomputer laboratory, hours of access, staffing, and financial resources; (4) an analysis of the library's strengths and weaknesses in the areas of facilities, resources, and services; and (5) the strategic plan resulting from the analysis, including statements of goals and objectives to accomplish the library's mission of providing the university community with convenient access to a collection of information and resources and services which provide support for teaching, learning, and research. The library staff roster is appended. (GL)

ED 320 618 JC 900 342

Some Empirical Features of the College System: Responding to Quality, Access & Funding Trade-Offs. Study Team 1 Final Report.
**Ontario Council of Regents, Toronto.**
PUB DATE- Jan 90
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *College Planning; Community Colleges; Educational Assessment; *Educational Quality; *Financial Support; Foreign Countries; *Fund Raising; Futures (of Society); Nontraditional Education; Operating Expenses; Resource Allocation; School Statistics; State Surveys; Statewide Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Ontario

The Vision 2000 program was initiated in 1988 to review the mandate of Ontario's Colleges of Applied Arts and Technology. Five study teams and a steering committee were involved in the program. Study Team 1's task was to provide an empirical snapshot of the current college system and its external environment. At the outset of its work, Study Team 1 intended only to gather background material for the other four study teams. In the course of conducting its research, the team discovered the trade-offs inherent in the relationships among educational quality, access to postsecondary education, and educational funding. Responses to these trade-offs seemed to play a key role in determining the performance of the college system. This final report of Study Team 1 begins with a description of how the college system has responded to the quality-access-funding tradeoff in the past decade, then looks forward to speculate on how conducive the future environment will be to improving quality and access. The report concludes with a set of recommendations on support structures and revenue and funding. The recommendations address the need to gain a better understanding of and better strategies to deal with the trade-offs; to increase the allocation of public and private resources to the colleges; to improve the accessibility of college programs to part-time learners; to improve the likelihood of success of underprepared students; and to bring to the forefront the importance of adequate funding. An appendix entitled "The College System--An Empirical Snapshot" provides detailed data in five sections on: college students; educational programming; colleges and alternative educational systems; financial analyses; and college staff. (JMC)

ED 320 657 PS 018 782

*Bollin, Gail G.*
An Investigation of Turnover among Family Day Care Providers.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Faculty Mobility; Family Characteristics; *Family Day Care; Group Structure; Institutional Characteristics; *Job Satisfaction; Longitudinal Studies; *Social Support Groups
IDENTIFIERS- *Delaware

In an effort to explain the high turnover rate among family day care (FDC) providers, a study of the effects of perceived social support, job satisfaction, and the establishment of boundaries between a family day care provider's nuclear family and her FDC system was conducted. Analysis of data gathered from a mail survey of over 300 currently and formerly registered FDC providers in Delaware suggested that nonstable providers were more likely than stable providers to have their own young children at home. Data also suggested that stable providers were more likely to have clear boundaries between their nuclear families and their FDC systems, work longer hours, and have previously held child-related jobs. Stable providers reported higher levels of overall job satisfaction than did nonstable providers. Data from a 6-month longitudinal study of 24 FDC providers during their first 6 months after FDC registration with the state of Delaware provided illustrations of the ways some providers established boundaries between their nuclear families and FDC systems and insights into factors influencing FDC providers' job stability. (RH)

ED 320 673 PS 018 857

Prekindergarten Program Product Evaluation Report, 1989-90.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jun 90
NOTE- 44p.; For 1988-89 Evaluation Report, see ED 308 948.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; *Compensatory Education; Educational Finance; Federal Programs; *High Risk Students; Parent Participation; *Preschool Education; *Program Effectiveness; Program Evaluation; *Program Improvement; Psychomotor Skills; Summative Evaluation

IDENTIFIERS- *Saginaw City School System MI

Results of the 1989-90 product evaluation of the Chapter 1 prekindergarten program of the Saginaw, Michigan School District are reported. The purpose of the program is to provide educationally disadvantaged, inner-city 4-year-olds with an environment that will enable them to develop skills needed for success in school. In 1989-90, the program served 188 children enrolled at six buildings, one of which operated a half-day session. The major question addressed by the evaluation was: Did the program attain the 16 objectives it set out to accomplish? To answer this question, evaluators used: (1) the Prekindergarten Saginaw Objective Reference Test to assess cognitive and fine and gross motor objectives; and (2) the Parents as Partners Sheet to assess the program's success in imparting to parents the skills they need to become directly involved in their children's education. Findings indicated that the program met eight of nine objectives in the cognitive skills area and one of four objectives in the psychomotor skills area. Of the three psychomotor objectives which were not met, two were within six percent or less of meeting the standard. All three objectives on parent participation were met. Recommendations for program improvement are offered. Related materials are provided in six appendices. (RH)

ED 320 687 PS 018 877

*Kanter, Linda*

Developing Courteous Listening Skills in Transitional Kindergarten Students.

PUB DATE- 22 Mar 90
NOTE- 120p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Failure; Check Lists; *High Risk Students; *Instructional Development; Instructional Materials; Kindergarten; *Kindergarten Children; *Listening Skills; Primary Education; Questionnaires; *Student Improvement; Task Analysis

This master's paper demonstrates the use of instructional system design in the development of a program to foster courteous listening skills in at-risk, transitional kindergarten students. Instructional production phases of analysis, design, development, implementation, and evaluation were used. Kindergarten students were presented three lessons that raised the students' consciousness of the importance of courteous listening. The project incorporated various learning theories and involved the proper selection of media and methods that would support the lessons presented. An evaluation showed that the program helped instill improved listening skills in the target population. Related materials, including a task analysis list, listening games, performance checklist, and a listening skills post-test are appended. (RH)

ED 320 336 EC 231 144

*Cook, Judith A.; And Others*
The Community Exploration Program: Vocational Laboratory Experiences for Psychiatrically Disabled Youth.
**Thresholds, Chicago, Ill.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 32p.; For related documents, see EC 231 142-143.
GRANT- G008402244
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Career Exploration; Class Activities;

Community Programs; Curriculum Guides; *Daily Living Skills; *Emotional Disturbances; Experiential Learning; *Field Trips; Independent Living; Lesson Plans; *Mental Disorders; *Prevocational Education; School Business Relationship; Transportation; Young Adults

The manual provides a guide to the Community Exploration Program for older adolescents and young adults with mental illness, offered at Thresholds, a psychiatric rehabilitation center in Chicago (Illinois). The program is designed to acquaint the youth with the types of jobs found in the community and offers both vocational and independent living skills training. The curriculum is structured to run for 16 weeks, meeting one afternoon every second week. Stressed is the importance of recruiting and dealing with employers who will allow student access to employment settings. Fourteen topics are covered, with objectives, an outline, and activity materials. The first two sessions are introductory and cover general information about the community and using the public transportation system. The following five sessions involve visiting work settings such as factories, restaurants, business and professional offices, gas stations, and hospitals. The final session provides for summarizing and evaluating the Community Exploration Program. (DB)

ED 320 351 EC 231 160

*Torres, Marcia; And Others*

High School Special Education State Incentive Grant (H.S. SIG), 1988-89. Evaluation Section Report. Final Evaluation Report. OREA Report.

**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**

PUB DATE- 1 Jan 90

NOTE- 30p.; Prepared by the Special Education Evaluation Unit.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Basic Skills; Computer Literacy; Curriculum Development; *Disabilities; High Schools; *Inservice Teacher Education; Paraprofessional School Personnel; Program Effectiveness; Program Evaluation; *Special Education Teachers; *Staff Development; Teaching Methods; Urban Education

IDENTIFIERS- New York (New York)

The High School State Incentive Grant was established to improve the quality of instruction given to New York students with handicaps by providing high school special education teachers with an intensive staff development program designed and implemented at the school, district, and citywide levels. The program consisted of three major components: on-site training, boroughwide initiatives (BWI), and central staff development. Among findings of the evaluation report are that all three components were implemented as planned. BWI provided training, curriculum development, and Academy of Basic Skills (ABS) teacher training. Central staff development provided instruction in Computerease, Instrumental Enrichment, the Academy of Basic Skills, and paraprofessional training. More than 50% of participants considered on-site training and ABS instruction, curriculum, and training to be of superior quality. The on-site training component approximated but did not meet its objective of providing 25 hours of training during the 1988-89 school year. The on-site training component effected a positive change in the total level of knowledge of 75% of the teacher-respondents and increased 57% of the respondents' levels of communication with general education personnel. Recommendations include involving teacher-trainees in development of on-site training plans and expanding the ABS program to more schools. (DB)

ED 320 427 FL 018 587

*Reyes, Maria de la Luz*

Comparison of L1 and L2 Pre and Post Writing Samples of Bilingual Students.

PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association Conference (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; *Bilingual Students; Comparative Analysis; English; *Evaluation Methods; Grade 8; *Hispanic Americans; *Holistic Approach; Junior High Schools; *Language Tests; Limited English Speaking; Literacy; Spanish; Test Bias; *Writing Evaluation; Writing Improvement; Writing Tests
IDENTIFIERS- Process Approach (Writing)

A sample of 15 eighth-grade Hispanic students in a bilingual classroom were used for a descriptive analysis of students' writing samples to compare their growth between pre- and post- writing samples in Spanish and English. This was accomplished by juxtaposing English and Spanish pre- and post-tests using the same holistic rubric developed by the school district for reevaluating the writing samples. Findings suggest that development of literacy skills for bilinguals follows a normal progression. The results also suggest that a holistic technique intended not only to complement a process approach to writing, but to focus on a global impression of students' ability to communicate ideas effectively, is not sufficient to ensure fairness in evaluation. It is noted that poorly developed holistic rubrics, which do not detect important gains or differences in writing levels, frequently mask academic potential in bilingual students and are generally biased in favor of English. To guard against these inherent biases, school districts should use more caution in assessing the academic skills of bilingual students, ensuring that they are given credit for knowledge and acquisition of skills even if these skills are not in English. (GLR)

ED 320 470 HE 023 533

*Kendall, Jane C.*
National Project To Strengthen Experiential Education in U.S. Colleges and Universities.
**National Society for Internships and Experiential Education, Raleigh, NC.**
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 40p.
GRANT- G008541032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultants; *Delivery Systems; *Experiential Learning; Higher Education; *Institutional Cooperation; Instructional Effectiveness; Models; *Organizational Change; Postsecondary Education; *Teaching Methods; Workshops

The purpose of the 3-year project was to strengthen the role of experiential education as an accepted and effectively used way of teaching in a majority of postsecondary institutions and to make it available to a majority of future learners as part of the regular curriculum. Among specific objectives were assisting 160 colleges and universities to integrate experiential education into their missions and curricula; testing five models of institutional assistance, and helping campus-based advocates of experiential education to become more sophisticated in using principles of effective institutional change. The five different models of service delivery tested were: (1) on-site campus consultation; (2) regional or thematic workshops; (3) national workshop with individual consultation; (4) national workshop only; and (5) observer institutions. Project results included assistance to 454 schools. Three models of service delivery were found to be effective and feasible in helping schools institutionalize experiential education: on-site campus consultation, regional or thematic workshops, and national workshops. It was concluded that faculty involvement in experiential education is crucial for its integration into the higher education mainstream. Appended to the document are a final project evaluation and a list of the institutions that participated. (DB)

ED 320 573 IR 053 168

*Preston, Nancy R., Comp.*

Library and Information Services for Productivity. A Select ERIC Bibliography Prepared on a Theme of the 1991 White House Conference on Library and Information Services. ERIC/IR Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 4p.
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Economic Development; *Information Needs; *Information Services; *Library Role; *Library Services; *Quality of Life
IDENTIFIERS- *Productivity Improvement

Documents and journal articles featured in this nine-item annotated bibliography concern the role of the library and information services, in both public and private settings, in promoting the competitiveness and economic well-being of businesses, regions, and the nation. Citations were selected through a computer search of the Educational Resources Information Center (ERIC) database. (GL)

ED 320 604 IR 053 204

*Frank, Dennis J.; Frank, Marietta A.*
An "LZ" Schedule for Curriculum Libraries.

PUB DATE- Mar 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Cataloging; *Classification; Elementary Secondary Education; Higher Education; *Instructional Materials

The library at the University of Pittsburgh at Bradford has created a collection of curriculum materials and children's literature for use by education students. These materials are shelved with the education-related books in the L category of the Library of Congress classification scheme. Materials are arranged by subject area and subdivided by publisher so that series fall together. An LZ schedule has been developed with the following subdivisions: language arts, foreign languages, mathematics, fine arts, science, social studies, and non-textbooks. The call number identifies book classification, grade level, publisher, date of publication, and type of material (workbook, teacher's edition, etc.). The complete LZ schedule, the Cutter table for publishers, the grade level table, and a list of call number qualifiers for textbook call numbers are attached. (MSE)

ED 320 291 EA 021 962

*Koppich, Julia E.; Kerchner, Charles T.*
Educational Policy Trust Agreements: Connecting Labor Relations and School Reform. A Report on Year Two of the Trust Agreement Project.
**Policy Analysis for California Education, Berkeley, CA.**
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP-90-2-1
PUB DATE- Feb 90
NOTE- 68p.; For a related document, see EA 021 935. Project funded by a special grant from the Stuart Foundation. Parts of the appendixes have multiple reproducibility problems including small, filled print and/or broken type.
AVAILABLE FROM- Publications, Policy Analysis for California Education (PACE), School of Education, University of California, Berkeley, CA 94720.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Collective Bargaining; Elementary Secondary Education; Employer Employee Relationship; Labor Demands; Labor Legislation; *Labor Relations; *Negotiation Agreements; *Participative Decision Making; Policy Formation; School Based Management; School Restructuring; Union Members
IDENTIFIERS- *California

Since 1987, 12 California school districts and their teachers' unions have experimented with a new form of labor accord called an Educational Policy Trust Agreement. The project helps teachers, as represented by their unions, and school management to reach agreements on issues that are not included within the scope of traditional collective bargaining. Agreements cover topics such as teacher evaluation, staff development, site-based management, and curriculum development. The pilot trust agreement study tests the proposition that labor relations and school reform can be linked effectively. The initial results are encouraging. Trust agreements involve long-term, comprehensive changes in the school district decision-making process and facilitate collective responsibility for educational processes and outcomes. Appendices contain explanations and proposals of eight trust agreement projects. (LMI)

ED 320 307 EA 022 001

Salaries Paid Professional Personnel in Public Schools, 1989-90: Part 2 of National Survey of Salaries and Wages in Public Schools.

**Educational Research Service, Arlington, Va.**

PUB DATE- 90
NOTE- 133p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21782, $42.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; *Professional Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Superintendents; Tables (Data); *Teacher Salaries

Compiling the results of a survey conducted in fall 1989, this report lists the annual salaries actually being paid to persons employed in 22 selected professional positions and 10 support positions by 1,072 public school systems for school year 1989-90. These data are reported separately for large, medium, small, and very small school systems, for five levels of per pupil expenditure, and for eight geographic regions for a national panel sample of school systems. In addition, data for each of the 32 positions surveyed are reported separately for each of the responding school systems. To facilitate comparison of data reported by the responding school systems, there are 25 summary tables showing salary distributions, means, medians, and ranges of average, lowest, and highest salaries paid by reporting school systems for personnel in selected positions; three of these tables compare 1989-90 data with those collected in the 1988-89 survey and relate paid salary levels for various professional positions to those of classroom teachers. Additional tables report summary data on the average daily amount paid personnel in selected positions. One table shows the number of responding school systems employing personnel in each category and the total number of persons reported. (MLF)

ED 320 366 EC 231 180

Special Education J-50 Funding. Questions and Answers. Preliminary Edition.

**California State Dept. of Education, Sacramento. Div. of Special Education.**

PUB DATE- 90
NOTE- 110p.; Prepared by Special Education Fiscal Services, Local Assistance Bureau.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compliance (Legal); *Data Collection; *Disabilities; Elementary Secondary Education; Legal Responsibility; Records (Forms); *Special Education; *State Legislation; *State School District Relationship
IDENTIFIERS- *California

This preliminary document provides a reference for California educators concerned with the generation of funds for special education programs and is intended to supplement J-50 forms and instructions. The J-50 forms are a series of instructions, worksheets, and data collection forms used by local California educational agencies in the calculation of their special education entitlement. This document is designed in a question and answer format and is divided into sections by type of J-50 form. The 132 questions cover such general topics as due dates, penalties for filing late, availability of software to help in form completion, and computation of monthly payments for J-50 special education funding. Questions also cover very specific aspects of each of the 12 forms. An appendix provides copies of official memos concerning these forms and several sample worksheets. The J-50 forms themselves are not included in this publication. An index to the questions is also provided. (DB)

ED 320 442 FL 018 606

*Lambert, Richard D.*

The National Foreign Language System. NFLC Occasional Papers.

**Johns Hopkins Univ., Washington, DC. National Foreign Language Center.**
PUB DATE- Jun 89
NOTE- 13p.
AVAILABLE FROM- Cashier, National Foreign Language Center, 1619 Massachusetts Ave., N.W., Washington, DC 20036 ($3.00 including postage and handling; checks payable to NFLC).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Educational Practices; Instructional Effectiveness; Language Research; *Second Language Instruction; *Systems Approach
IDENTIFIERS- *United States

Structural features of the United States' foreign language teaching system are sketched, focusing on ways that different activities and organizations in foreign language instruction form a de facto national system and the extent to which the system serves the national need for a large, diverse pool of highly proficient second language users. The overall demand for foreign language competency is outlined, and goals of language instruction in the educational system are discussed. It is suggested that the formal educational system currently serves the goal of language use in adult life only indirectly, and that the federal government and proprietary vendors are the major sources of direct use-oriented language instruction. Suggestions for managing the national system and overcoming inadequacies, including lateral and vertical discontinuities and western European bias, are offered. It is concluded that for a more foreign language-competent society, systematic national planning and development must occur. Common standards must be set, strategies for matching individual needs to appropriate training have to be established, and subsystems must be coordinated and articulated. Above all, direct national attention must be paid to raising the occupational demand for and use of languages, and the level of skills taught and acquired should be raised. (MSE)

ED 320 457 FL 800 025

*Castellano, Marisa*
The Literacy Experiences of a Chicano Student: A Case Study of Ernesto.
PUB DATE- 16 Mar 89
NOTE- 18p.; Paper presented at a conference on College Composition and Communication (Seattle, WA, March 16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Bilingual Students; Case Studies; *Educational Background; English (Second Language); *Literacy; Mexican Americans; Reading Skills; Self Concept; *Skill Development; Spanish Speaking; *Teacher Student Relationship; Writing Apprehension; Writing Skills; Young Adults

Examines the early literacy experiences of a bilingual Chicano student, focusing on how these experiences affected the students' reading and writing skill development. For a period of 6 months, research elicited information about the student's relationships with teachers, memories of school experiences, and resulting self concept and behavior in class. Writing and oral language samples were examined for language skills and habits. A pattern of anxiety and doubt was found to characterize the student's relationship with written language. It is concluded that for non-native English-speaking students, successful early literacy experiences depend heavily on sensitive teachers, both to assist in learning and to avoid false diagnoses during early cognitive and personal growth stages. Finally, it is suggested that while some limited-English-speaking children may benefit from immersion in all English-speaking classes, others will encounter difficulties and experience failure in the same setting. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 543 IR 014 455

*Morrison, Arnold*
Computers in the Curriculum of Secondary Schools. Practitioner MiniPaper 8. SCR Publication 106.
Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-33-1
PUB DATE- 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Cost Effectiveness; *Evaluation; Foreign Countries; *Instructional Effectiveness; Secondary Education; Student Attitudes; Teaching Methods; *Use Studies
IDENTIFIERS- *Scotland

The two studies reported in this document were commissioned by the Scottish Education Department. The first is a review of research on the effectiveness of computers as resources for learning and teaching. It reports the general findings from a large number of studies concerned with the achievement and attitudes of students and then considers some of the evidence available on applications within particular areas of the curriculum, such as mathematics, sciences, social studies, modern languages, and information skills. Attention is also given to software evaluation and the cost effectiveness of computer assisted learning. The 70 references cited in the text are arranged under curriculum areas, followed by two further listings of references to studies of general curriculum interest and software design. The second study complements the review of research by reporting the experiences of 27 Scottish secondary teachers, mainly of science and social studies, as they have observed the responses of their students to the computer, adapted their teaching methods to make the best use of the resources, and sought appropriate software for their students. (GL)

ED 320 558 IR 014 474

*Viteli, Jarmo*
Instructional Models for Designing CAI.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Foreign Countries; *Instructional Design; *Instructional Systems; *Learning Theories; *Models
IDENTIFIERS- *Instructional Systems Development Model; *Lessonware (Grimstad Model); Liflanders Model

The purpose of this paper is to introduce, describe, and compare three individual models for designing computer assisted instruction: the Instructional System Development Model (by Alessi and Trollip); Lessonware (by Grossley and Green); and Liflander's Model (by Liflander). The comparison between these models involves criteria such as: (1) At what level (lesson planning or course planning) can one use each of the models? (2) What learning theories lie behind the model? (3) What are the steps of planning in each model? (4) What is the structure of instruction? (5) Who will design and produce the program? and (6) When should the issue of quality control be considered? Several differences can be pointed out in the light of the aforementioned criteria, and it can be assumed that these differences will further be reflected in the programs. (11 references) (Author/GL)

ED 320 632 JC 900 357

*Stephenson-Miles, Belinda*
Composition and Critical Thinking through Cooperative Education.
PUB DATE- 6 Apr 90
NOTE- 30p.; Paper presented at the Annual Conference of the Cooperative Education Association (San Antonio, TX, April 3-6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Cooperative Education; Course Objectives; *Critical Thinking; Curriculum Development; Program Descriptions; *Teaching Methods; Two Year Colleges; Vocational Education; Work Experience; Work Experience Programs
IDENTIFIERS- City University of New York LaGuardia Comm Coll

At LaGuardia Community College, students enrolled in the cooperative education (Co-Op Ed) program are required to complete three internships and concurrent seminars as a requirement for graduation. The seminar curriculum provides a theoretical framework for analyzing and evaluating the students' internship experiences. The seminars also serve as a suitable place to improve students' critical thinking skills and writing abilities. Students are required to keep weekly logs to record the facts learned, activities engaged in, and incidents observed at the internship site. They are also required to critically analyze each of the items listed in their logs using Bloom's taxonomy as a guide. Infusion of critical thinking methods into the internship experience requires the following: (1) developing a statement of philosophy that identifies the strategies and methodologies that will be used; (2) taking the class situation into consideration when planning the curriculum; (3) identifying the target population; (4) creating course objectives; (5) preparing activities that arouse all cognitive levels, build on experiences, promote use of evidence, and link thinking with language; (6) developing evaluation instruments; (7) selecting materials to assist students at each developmental stage; (8) sharing and exchanging ideas and insights with human resources; (9) setting a realistic time frame for achieving goals; and (10) keeping notes and records on program successes and areas of improvement. Sample essay guides, as well as a sample log and worksheet, are appended. (WJT)

ED 320 645 JC 900 373

Enrollment, Class Period and Faculty Report.
Compton Community Coll. District, CA. Research and Planning Dept.
PUB DATE- Sep 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; *Full Time Faculty; Graphs; *Part Time Faculty; *School Schedules; School Statistics; Summer Programs; Two Year Colleges

Covering each semester between summer 1988 and summer 1989, data are provided on enrollment patterns; morning, afternoon, and evening class sessions; and full-/part-time faculty ratios in the Compton Community College district. The first section of the report provides information pertaining to on- and off-campus enrollments for summer semester 1988 through summer semester 1989. Graphs and accompanying text indicate that 1,396 on-campus students and 594 off-campus students were enrolled in summer 1988, 3,528 on-campus and 974 off-campus students in fall 1988, 3,535 on-campus and 1,093 off-campus students in spring 1989, and 1,716 on-campus and 600 off-campus students in summer 1989. The next section focuses on class sections offered during morning, afternoon, and evening periods between spring 1988 and spring 1989. The final section offers percentage comparisons of full- and part-time faculty during recent semesters, indicating that there were 79 full-time faculty (38%) in spring 1988, 78 (54%) in summer 1988, 81 (34%) in fall 1988, 81 (34%) in spring 1989, and 78 (53%) in summer 1989. (JMC)

ED 320 658 PS 018 810

*Ranaweera, A. Mahinda; And Others*
Non-Conventional Approaches to Education at the Primary Level. UIE Monographs 14.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
REPORT NO.- ISBN-92-820-1056-2
PUB DATE- 89
NOTE- 163p.
AVAILABLE FROM- Unesco Institute for Education, Feldbrunnenstrasse 58, D-2000 Hamburg 13, West Germany.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Developing Nations; Elementary Education; Foreign Countries; *Nonformal Education; *Primary Education; Program Descriptions; *Social Problems
IDENTIFIERS- Brazil; China; Colombia; India; Indonesia; *Out of School Youth Program; Philippines; Venezuela

Nonformal approaches to primary education in developing countries are described in detail in the hope that the discussion will benefit decision makers and planners confronting situations marked by mass rural illiteracy, urban marginalization, employment of young children, and ethnic and cultural differences between minorities and the majority society. Case studies from Brazil, China, India, and Venezuela are supplemented by an introduction and synthesis and a concluding summary of the findings. Additional material describes examples of special projects for out-of-school children in Colombia, Indonesia, and the Philippines. (RH)

ED 320 688 PS 018 878

*Kroeger, Janice E.*

An Investigation of the Effects of a Non-Sexist Curriculum on One Preschool Group's Sex-Role Stereotypical Behavior.

PUB DATE- 90

NOTE- 117p.; M.S. Thesis, Eastern Illinois University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; Comparative Analysis; *Dramatic Play; *Language Usage; Preschool Children; *Preschool Curriculum; Preschool Education; Sex Bias; *Sex Fairness; Sexism in Language

This study investigated effects of a nonsexist curriculum on preschoolers' dramatic role play behavior and usage of language and play space. A quasi-experimental design included two preschool groups, one of which received a treatment component that consisted of a nonsexist curriculum. The treatment group included 12 males and 10 females between 3.2 and 5.3 years of age. Control group subjects were 10 male and 11 female children between 3.1 and 5.1 years of age. Data were collected over four 5-day periods. Four vocational units that involved dramatic play on restaurant worker, fire-fighter, doctor, and polic officer (primary) roles and patron, victim, nurse, and offender (secondary) roles were used. Frequency counts of male and female participation in primary and secondary dramatic play roles were taken. Findings indicated that the curriculum heightened interest and nonsexist participation in dramatic play, but did not produce vocational dramatic play that was gender equal. It appeared that gender-segregated play groups were dominated by males, and that sex-typed toys may have limited female access to some play. Although the study met approved standards for providing children with opportunities to learn about gender, findings revealed the seemingly unyielding strength of children's sex-role stereotypes about vocation. (RH)

ED 320 322 EC 231 129

*Mann, James; And Others*
Summary of Recommendations. The 1990 Report to Congress, Volume III. Prepared in Accordance with: The Developmental Disabilities Act of 1987.
**Mississippi Developmental Disabilities Planning Council, Jackson.**
PUB DATE- Dec 89
NOTE- 66p.; For volumes 1 and 2, see EC 231 127-128.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Civil Rights; *Delivery Systems; *Developmental Disabilities; Educational Change; Elementary Secondary Education; Employment; Federal Legislation; Federal Programs; Health Services; Housing; *Human Services; Income; Older Adults; Preschool Education; *Social Services; State Programs
IDENTIFIERS- Developmental Disabled Assist Bill of Rights Act; *Mississippi

The 100 recommendations in this report were prepared to fulfill part of the requirements of the Developmental Disabilities Assistance and Bill of Rights Act of 1987. The recommendations are based on a consumer satisfaction survey of individuals with developmental disabilities, information on issues and services from the Mississippi Developmental Disabilities Planning Council, reports of activities and plans of relevant state agencies, and data on federal service program data. Recommendations are offered in the following categories: general, education, employment, health, housing, older individuals, income, and civil rights.

Appendices contain ratings of and comments on the draft recommendations by 35 administrators of public and private agencies serving individuals with developmental disabilities. (JDD)

ED 320 337 EC 231 145

*Bondi-Wolcott, Jean; McKee, Barbara Gelesko*

Explore Your Future: Bridging the Gap between High School and a Technical College Education.

**Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.**
PUB DATE- Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Awareness; *College Bound Students; *College Preparation; *Deafness; Education Work Relationship; Hearing Impairments; High Schools; Summer Programs; Technical Institutes; *Technical Occupations; *Transitional Programs
IDENTIFIERS- *National Technical Institute for the Deaf

The paper describes a week-long transition education program for hearing-impaired high-school students, offered by the National Technical Institute for the Deaf. The college experience program is designed for deaf students between their junior and senior years of high school and has been implemented for 4 years. The program focuses on career awareness using exploration activities in five technical disciplines (business, science, engineering, computer science, and visual communications). Students are assigned to counseling groups of approximately 10 students. The technical exploration sessions are presented by university faculty members and focus on self awareness; required academic and job skills; and identification of interests, values, abilities, and lifestyle goals. The program also provides an introduction to college life and deaf culture in the Rochester (New York) area as well as a 3-hour parent transition workshop and experiential evening activities aimed at enhancing students' awareness of teamwork, risk taking, and personal achievement. A sample schedule is provided. Information on program participants and program development is provided, as are administration and cost considerations and suggestions for program evaluation. Examples of program worksheets are appended. Contains 11 references. (DB)

ED 320 381 EC 231 195

*Craft-Tripp, Marsha*
Identifying and Evaluating Teacher Competencies in a Special Education Setting.
PUB DATE- Apr 90
NOTE- 53p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administration; *Consultants; *Disabilities; Elementary Secondary Education; *Instruction; *Special Education Teachers; *Student Evaluation; Teaching Skills
IDENTIFIERS- North Carolina Appraisal Instrument; *Teacher Competencies

The paper reviews the literature on the four major competency areas for a special educator: assessment, instruction, consultation, and administration. It then looks at the North Carolina Appraisal Instrument and concludes that, since instruction is the predominant area assessed by this instrument, a revised instrument is needed to assess the other three competencies as well as the subtopic of instructional preparation. Attached tables provide: (1) a self self-rating scale for classroom management, (2) a listing of 18 competencies concerned with instructional organization, (3) a listing of 24 competencies concerned with teaching presentation, (4) a listing of 47 competencies concerned with essential collaborative consultation skills, (5) a listing of 18 functions of the resource teacher, (6) an integrated list of 33 competency areas for teachers of the handicapped based on the literature, (7) an integrated list of 16 competency areas for teachers of students with learning disabilities, and (8) the draft of the formative proposed assessment instrument for teachers of exceptional children. Contains 28 references. (DB)

ED 320 396 FL 018 474

*Al-Amadidh, Darwish G.*

The Unreality of Quantitative Figures.

PUB DATE- 88
NOTE- 18p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Language Patterns; *Language Variation; Linguistic Theory; *Measurement Techniques; *Norms; *Phonology; Research Methodology; Research Problems; Social Characteristics; *Speech Communication
IDENTIFIERS- *Qatar

Recently, a number of quantitative studies have explored systematic relationships between sociocultural organization and patterns of language use, based on the assumption that speech behavior reflects the basic categories of the community's social structure. Such systematic links were arrived at by correlating average group scores for sociolinguistic variables with one or more non-linguistic variables. However, the fact that group practices may not reflect the behavior of individuals within the group brings into question the validity of the measurement. A study of phonological variation within a group of 33 Qatari male speakers is used to examine such discrepancies between aggregated figures and individual figures. It is suggested that variable rules are an attempt to account for variability within a group, but that much of the variation is still idealized. The system of analyzing variation may be improved, it is proposed, if the focus is shifted to the function of language use as a symbol of personal identity. While the sociolinguistic technique of comparing average group figures has been useful in illustrating the systematic nature of many unexplained linguistic phenomena, a technique is still needed to explain variation within each group. (MSE)

ED 320 412 FL 018 490

*Poplack, Shana; Tagliamonte, Sali*
There's No Tense Like the Present: Verbal -s Inflection in Early Black English.
PUB DATE- 88
NOTE- 42p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Black Dialects; Comparative Analysis; Diachronic Linguistics; *English; Foreign Countries; Language Research; Linguistic Theory; Phonology; *Tenses (Grammar); *Verbs
IDENTIFIERS- Dominican Republic

The behavior of verbal "-s" is examined in two data sets on early Black English as represented by: (1) tape-recorded interviews with native English-speaking residents of a region of the Dominican Republic; and (2) the ex-slave recordings housed in the Library of Congress. Each verbal construction with the potential for variable "-s" marking was extracted. The phonological, morphological, syntactic, and discourse factors affecting occurrence were analyzed. Results suggest that a number of factors condition the occurrence of "-s," while other reported effects appear not to be operative at all. It is concluded that the verbal "-s" formed an integral part of early Black English grammar, and does not occur as a hypercorrect intrusion. The process was variable, not random, and may have reflected synchronic variability in the input language at the time of acquisition. A 68-item bibliography is included. (MSE)

*Wallace, Jim*
Gender and Professional/Liberal Knowledge: Men's Perspectives.
PUB DATE- May 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *Core Curriculum; Higher Education; *Males; *Sex Bias; *Sex Discrimination; *Teacher Attitudes; *Teacher Response; Teaching Experience; Team Teaching
IDENTIFIERS- *Lewis and Clark College OR

An informal research study was done of faculty men's perspectives concerning the Graduate Core Program in the Graduate School of Professional Studies at Lewis and Clark College in Portland, Oregon. The purpose of the investigation was to determine how teaching gender-related studies affected the male faculty; what they learned about gender issues from their female colleagues who taught with them; and how these experiences affected their teaching, other work, or personal life. The faculty men interviewed (N=10) had revealed that they had some acquaintance with women's issues, that they were supportive of political expressions of feminism, and that they were ready to learn more about these issues. They claimed that teaching with confident, knowledgeable women had helped intensify and personalize what had before been rather abstract and theoretical understandings. Some of the women students in the classes reinforced ideas which the men learned from female colleagues, e.g., being demeaned, ignored, and rendered invisible by males in school and at work. The male faculty now felt themselves better informed about gender issues and to have clearer perspectives on how women view the world. They suggested including better materials on race and class problems faced by all oppressed groups. Contains nine references. (GLR)

ED 320 499 HE 023 584

*Treese, Donald H.*
Church and Academy. United Methodist Board of Higher Education and Ministry--Occasional Papers, No. 83.
**United Methodist Board of Higher Education and Ministry, Nashville, Tenn.**
PUB DATE- 1 May 90
NOTE- 13p.
AVAILABLE FROM- Board of Higher Education and Ministry, The United Methodist Church, P.O. Box 871, Nashville, TN 37202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Churches; *Church Related Colleges; *Clergy; Educational Objectives; *Educational Quality; Higher Education; *Role of Education; *Theological Education
IDENTIFIERS- *United Methodist Church

The state of ordained ministry in the United Methodist Church is of greater quality than its critics claim, and the state of United Methodist theological education is of greater quality than its critics claim. The following factors support this position: (1) the morale of the vast majority of United Methodist clergy is good; (2) the ministerial covenant is alive and well across the church; (3) the quality of ministerial candidates is overall better than it was prior to 1977 when a new candidacy program began; and (4) the perception of theological education by those charged with qualifications and standards for ministry is that the United Methodist seminaries are far better than their critics claim. The contemporary church has the following specific expectations for its theological schools: help in renewing the ministry as a profession, increased connectedness to congregational life, and renewed understanding of United Methodist mission in the contemporary world. Includes 19 reference notes. (JDD)

ED 320 513                                   HE 023 607

*Blumberg, Phyllis; And Others*
The Uses of Student Generated Learning Issues by 7 Problem Based Medical Curricula.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Curriculum Evaluation; Educational Research; Foreign Countries; Higher Education; Independent Study; Learning Processes; *Medical Education; Medical Schools; *Medical Students; Problem Solving; *Student Development; Teaching Methods
IDENTIFIERS- *Problem Centered Curriculum

Different ways student-generated learning issues are used to deal with disciplinary content were assessed at seven North American medical schools with problem-based curricula. Structured interviews with key faculty representing the schools being studied suggested that the seven programs are encouraging the development of self-directed learning skills to differing degrees. Reports from administrators and librarians also suggested that at those schools where student-generated learning issues have been de-emphasized in favor of faculty learning objectives and reading lists, students may not be helped to become independent self-directed learners by that aspect of the curriculum. It is postulated that when students are given specific reading assignments and are not evaluated on their self-directed learning skills, the motivation for self-directed learning is likely to be diminished. It is also assumed that students at the problem-based learning programs that are using their own learning issues are developing self-directed learning skills through the process involved in case discussions; an assumption that requires validation. Contains eight references. (GLR)

ED 320 574 IR 053 169

*White, Marilyn Domas*

The Arizona Clinical Interview Rating Scale: Its Applicability and Adaptability for the Evaluation of Pre-Search Reference Interviews.

PUB DATE- Feb 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Field Tests; *Interpersonal Communication; *Interviews; *Questioning Techniques; *Rating Scales; *Reference Services; Reliability; Validity
IDENTIFIERS- *Query Negotiation (Library Science); Validity Research

This paper discusses the applicability and adaptability for evaluating reference interviews in library science of the Arizona Clinical Interview Rating Scale (ACIRS), a process-oriented scale originally developed in 1976 at the Arizona College of Medicine to evaluate the interview performance of medical students. The analysis surveys the content and reliability and validity data and discusses the appropriateness of the criteria and the presentation for reference interviews. It is concluded that the ACIRS is an effective interview scale emphasizing process-related criteria that can be modified fairly easily for application to pre-search interviews. (9 references) (GL)

ED 320 590                    IR 053 188

*Vavrek, Bernard*
Assessing the Information Needs of Rural Pennsylvanians.
**Clarion Univ. of Pennsylvania. Coll. of Library Science.**
PUB DATE- 90
NOTE- 42p.; Cover title: "Assessing Rural Information Needs: Pennsylvania Rural Libraries."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Development; *Information Needs; *Library Services; *Needs Assessment; *Public Libraries; Questionnaires; *Rural Areas; *Users (Information); Use Studies
IDENTIFIERS- *Pennsylvania

The results of a survey of rural public libraries in Pennsylvania are reported in narrative form, supplemented with tables and graphs. The report is based on the responses of 1,053 library users of 124 rural libraries (out of a sample of 131). Concerned with the users' perceptions of the public library, the first section presents data on reasons for using the library, frequency of library use, ratings of library services, differences in information needs based on gender of library patrons, and the willingness of patrons to pay for library services. The second section provides data on the top six daily information requirements of patrons and the extent to which the library meets them, the effect of community involvement on information needs, and the use of information sources other than the library. The third section considers the role of the rural public library in supporting community development efforts. Recommendations outlined in the fourth section highlight the importance of the library making available information about local communities, informing the public about library resources and services in a more systematic fashion, nurturing the support of community opinion leaders, and encouraging women--as a lobbying group--to support the library before municipal authorities responsible for library funding. Also recommended are an examination of other players in the infrastructure of information in Pennsylvania and of the process by which the general public goes about locating information and deciding on alternative resources. Appended are a roster of the research team, the survey instrument, and the raw data collected in the study. (12 references) (GL)

ED 320 605 IR 053 206

*Perdue, Bob; Piotrowski, Chris*
Online Database Use in Psychology: A Survey of Academic Libraries.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Databases; Higher Education; Library Surveys; *Online Searching; *Online Systems; *Psychology; *Reference Services; *Search Strategies

This study examined current information retrieval strategies used by online searchers involved in psychological research. A survey was distributed in fall 1988 to 200 database coordinators at institutions of higher education throughout the United States to obtain information on the databases accessed and use of multi-database options. The response rate was 65%. In addition to PsychINFO, the most frequently accessed databases were ERIC, MEDLINE, SOCIAL SCISEARCH, SOCIOLOGICAL ABSTRACTS, and DISSERTATION ABSTRACTS. Few respondents indicated they used multi-database files such as DIALINDEX and CROS. (8 references) (MES)

ED 320 619 JC 900 343

*Clagett, Craig A.; Huntington, Robin B.*
The Institutional Research Practitioner: A Guidebook to Effective Performance.

PUB DATE- 90
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Administration; Community Colleges; Computer Software; Computer Uses in Education; *Educational Researchers; *Institutional Research; Personnel Needs; Productivity; *Research Administration; *Research Tools; *Research Utilization; Two Year Colleges

Designed for institutional researchers, this handbook provides practical guidelines for the operation of an effective research office. Chapter I defines institutional research and describes tasks a research office may undertake, including strategic planning support, budget development, facilities planning, personnel and staffing analyses, enrollment management, program evaluation, and accountability reports. Chapter II offers guidance on selecting software and hardware, including analytical and microcomputer software, database management packages, presentation graphics, word processing software, desktop publishing packages, and equipment needs. Chapter III focuses on the presentation of research findings to management, discussing 10 fundamental principles of data presentation, the relative merits of graphs and tables, principles of tabular and graphic design, purposes and types of graphics, graphic distortions, written reports, and oral presentations. Chapter IV makes recommendations for improving the institutional research office's productivity and effectiveness, covering personal time management techniques, matching tasks to individual strengths, adequate computer resources, annual research plans, office project management systems, institutional factbooks, networks and decision support systems, and collaborative projects. Finally, chapter V discusses several approaches to increasing office staff and resources, budgeting for consultant services, utilizing faculty research associates, replacing secretaries with computers and research technicians, pursuing grant-funded staffing positions, and promoting office visibility. (WJT)

ED 320 674                                PS 018 859

All Our Children Can Make the Grade: A Report on the Illinois Preschool Program, Children at Risk of Academic Failure.

Voices for Illinois Children, Chicago.

SPONS. AGENCY- Chicago Community Trust, Ill.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Lloyd A. Fry Foundation, Chicago, IL.

PUB DATE- 90

NOTE- 61p.

AVAILABLE FROM- Voices for Illinois Children, 53 West Jackson, Suite 515, Chicago, IL 60604 ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Failure; *Access to Education; *At Risk Persons; Comparative Analysis; Educational Finance; Parent Participation; *Preschool Education; Program Costs; Program Development; *Program Effectiveness; Program Improvement; State Legislation; *State Programs

IDENTIFIERS- *Illinois

Illinois' state-funded preschool program, the Illinois Prekindergarten Program for Children at Risk of Academic Failure, is serving almost 19,000 children in the 1989-90 period on an allocation of 48 million dollars, which was distributed to 184 projects in 353 school districts. The preschool projects serve children of 3-5 years, who are taught 10-15 hours a week by teachers with early childhood or day care supervisor certificates. This report discusses preschool expansion, access to services, program effectiveness, and issues for further study and action. Section I, on preschool expansion, reports growth of funds and services, estimated numbers of children who need these services, expansion that would meet the estimated need, and the use of preschool funds by individual projects. Section II, which studies access to services, describes children of working parents, differences in urban and rural access to services, and the problem of access to services for children in Chicago. Section III, on program effectiveness, explores aspects of effective preschools, effects of the Children at Risk Program, and long-term evidence of effectiveness. Section IV takes up the issues of screening systems, integration of children with disabilities, and increased collaboration among early childhood programs. Appendices provide related legislation, project-by-project comparisons, and data on variations in projects' use of preschool funds. (RH)

ED 320 428 FL 018 588

*Lantolf, James P.*
Reassessing the Null-Subject Parameter in Second Language Acquisition.

PUB DATE- Mar 90
NOTE- 25p.; Paper presented at the Annual Second Language Research Forum (Eugene, OR, March 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grammar; Higher Education; Interlanguage; *Language Patterns; Language Tests; *Learning Theories; *Second Language Learning; Sentence Structure; *Spanish
IDENTIFIERS- *Null Subject Parameter

A study is presented that examines the null-subject parameter (NSP) and that seeks to attain the following objectives: (1) to assess the validity of the implicational hierarchy for the NSP, especially as proposed by Liceras (1989); and (2) to determine if there is any evidence to support the theory of the Weaker Logical Problem of Acquisition (WLPA). The study involved 24 students, learning Spanish as a foreign language, who were enrolled in a third semester university course. Information regarding the properties of NSP and a discussion of previous second language studies are presented. An analysis of the results is provided of a 43-item grammatical-judgment test designed to assess the status of the three properties of the NSP in the learners' interlanguage, and of a collaborative judgment task. 19 references. (GLR)

ED 320 471 HE 023 552

*Mertz, Norma T.; McNeely, Sonja R.*
How Professors "Learn" To Teach: Teacher Cognitions, Teaching Paradigms and Higher Education.
PUB DATE- 20 Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Educational Philosophy; Higher Education; Models; *Teacher Attitudes; Teacher Education; Teaching Skills; *Teaching Styles

The study reported in this paper is the first phase of a projected multi-phase, multi-year inquiry designed to explain how professors think about, and go about, teaching. This preliminary phase examined the attitudes of 15 faculty members in 5 disciplines (anthropology, English, history, mathematics, and psychology) toward the teaching aspects of his/her position. Interviews were conducting using a protocol of seven open-ended questions: (1) how did you become a college professor? (2) what kind of preparation did you have for teaching in higher education? (3) how did you come to teach as you do and what person do you use as a model or try to emulate? (4) how do you prepare for class? (5) what do you most want to achieve in your teaching of students? (6) how do you know whether or not you have been successful in achieving those ends? and (7) how do you feel about teaching? A major finding was that each of the professors interviewed held one of four different paradigms of teaching--transmission of information; communication with students; "doing" the discipline; and personal development. Paradigm choice had no necessary relationship to disciplines studied. Across paradigms, professors differed in the methods they used, their attitudes toward students, and in whether or not, or how much, they enjoyed teaching. Contains 23 references. (DB)

ED 320 528 IR 014 107

Slow-Scan TV Bibliography, 1988.
**Colorado Video, Inc., Boulder.**
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Distance Education; *Educational Television; Health Services; *Teleconferencing
IDENTIFIERS- *Slow Scan Television

This 175-item bibliography on slow-scan television lists journal articles, monographs, research reports, and conference proceedings under the following headings: (1) Instructional Applications; (2) Medical Applications; and (3) General Applications. (MES)

ED 320 352 EC 231 161

*Torres, Marcia; And Others*
Project STARS, 1988-89. Evaluation Section Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- 1 Jan 90

NOTE- 26p.; Prepared by the Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; Distributive Education; *Education Work Relationship; Emotional Disturbances; Grade 11; High Schools; Job Placement; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; *Retailing; Sales Occupations; Speech Handicaps; Urban Education; *Vocational Education
IDENTIFIERS- New York (New York); *Project STARS

The evaluation report describes the Student Training at Retail Stores (STARS) Project in New York City. The program's mission was to develop and implement a three-semester program of intense occupational, vocational, and career education to enhance job skills and secure retail sales jobs for high school juniors with mild learning, speech, emotional, or intellectual disabilities. In 1988-89 Project STARS served 105 students at seven high schools. Project evaluation indicated that Project STARS satisfactorily implemented four activity areas: teacher training, curriculum development, classroom instruction, and workshops. Evaluation also indicated that 74% of students rated all STARS activities very favorably, particularly the practical preparation for job interviews, for finding and retaining jobs, and the psychological preparation such as increasing self confidence. Project STARS teachers identified the same program aspects as most successful. More than 94% of the students reported that their level of knowledge and self-esteem had been positively affected and 38% of the students reported that they had acquired jobs. Among recommendations are setting aside a class period for Project STARS workshops at the beginning of the semester and making time available for Project STARS teachers to follow up on students at job sites. (DB)

ED 320 367 EC 231 181

California Special Education Programs: A Composite of Laws. Education Code-Part 30, Other Related Laws, and California Code of Regulations-Title 5. Twelfth Edition.

**California State Dept. of Education, Sacramento. Div. of Special Education.**

REPORT NO.- ISBN-0-8011-0852-7
PUB DATE- 90
NOTE- 245p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Disabilities; Early Childhood Education; Educational Legislation; Elementary Secondary Education; *Legal Responsibility; *School Law; *Special Education; *State Legislation
IDENTIFIERS- *California

This composite document presents Part 30 of the California Education Code relative to special education programs, and includes relevant regulations from Chapter 1 of Division 3 of Title 5 of the Code. It also contains those provisions of the Health and Safety Code, Government Code, and Welfare and Institutions Code having a direct impact on special education and related services. Also included are 1989 provisions to ensure that any individual with exceptional needs who has an active individualized education program will receive an appropriate education placement without delay upon his or her discharge from a hospital, residential medical facility, children's institution, or foster family home. A table of contents provides a guide to Part 30 of the Education Code, provisions not included in Part 30, and Title 5. Among specific topics covered are: administration; elements of the local plan; identification and referral, assessment, instructional planning, implementation, and review; demonstration programs; early education for individuals with exceptional needs; career and vocational education programs, transition services, and Project Workability; interagency agreements; procedural safeguards; evaluation, audits, and information; and programs for individuals with exceptional needs residing in state hospitals. Marginal notations are also available to help users find appropriate parts of the Code. (DB)

ED 320 443 FL 018 654

*Gilbert, Judy B.*
Pronunciation: What Should We Be Teaching?
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Drills (Practice); *English (Second Language); *Intonation; Language Research; Linguistic Theory; *Pronunciation Instruction; Second Language Instruction; Second Language Learning; Stress (Phonology); *Teaching Methods

An argument is made for stressing rhythm and intonation (the prosody of the language) when teaching pronunciation in English-as-a-Second-Language (ESL) courses. A review of pronunciation teaching revealed that ESL methodology was formed largely from structural linguistics and behavioral psychology. These theories produced at least two concepts that are believed to have a negative impact on pronunciation instruction. The two concepts are: (1) that the most important part of pronunciation is individual sounds, and (2) that learning comes from mechanical practice. These two principles together have produced the ubiquitous minimal pair drill; the result has been large scale abandonment of pronunciation because it is a discouraging manner of teaching. The focusing of prosody is a fundamental part of the communication system, helping direct attention to the most informative part of the stream of speech and organizing thought groups so as to assist the listener in processing the information. By emphasizing prosody rather than individual sounds, pronunciation teaching comes within a more communicative setting. The whole rhetorical flow of meaning is tied together by the music of the language. (GLR)

ED 320 458                                                    FL 800 123

# Legalization White Paper.

Consortium on Employment Communication, Long Beach, CA.; National Association of Latino Elected and Appointed Officials Education Fund, Washington, DC.; United States Catholic Conference, Washington, D.C.

PUB DATE- Jan 89

NOTE- 29p.; This White Paper is also presented by the Alien Rights Law Project of the Washington Lawyers' Committee for Civil Rights under Law, American Immigration Lawyers Association, Chicago Commitee on Immigrant Protection, Mexican-American Legal Defense and Education Fund, and Teachers & Immigrants Aid of Chicago.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; Citizenship Education; Civics; Federal Regulation; Financial Support; *Immigrants; Language Tests; *Literacy Education; Outreach Programs; *Public Agencies; *Public Policy; State Programs; Testing Problems

IDENTIFIERS- *Immigration and Naturalization Service; *Immigration Reform and Control Act 1986

The second step of implementation of the legalization program of the Immigration Reform and Control Act of 1986 (IRCA) began on November 7, 1988. This second step is the process by which undocumented immigrants, initially granted temporary residence, may adjust to their status change to permanent resident. Certain aspects of the adjustment are causing difficulties for persons who have applied for permanent residence. The white paper addresses concerns of advocacy groups regarding the implementation of legalization's second step, including: (1) diminished outreach efforts on the part of the Immigration and Naturalization Service (INS); (2) difficulties regarding State Legalization Impact Assistance Grants; (3) the lack of standardization of the INS testing process; (4) confusion regarding financial assistance; (5) the effect of appeals on application for permanent residence; and (6) the use of fee receipts for work authorization. The white paper, presented by advocacy groups, discusses these problems point by point and offers specific recommendations for resolution. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 559 IR 014 475

*Viteli, Jarmo*
Learning Styles and Individual Differences in Learning English Idioms via Computer Assisted Language Learning in English as a Second Language.
PUB DATE- 89
NOTE- 25p.; Paper presented at the Annual Meeting of the European Association of Research on Learning and Instruction (3rd, Madrid, Spain, September 4-7, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; *English (Second Language); Foreign Students; Higher Education; *Idioms; *Individual Differences; *Instructional Effectiveness; Pretests Posttests; Questionnaires

The purpose of this study was to determine the learning styles of English-as-a-Second-Language (ESL) students and individual differences in learning English idioms via computer assisted language learning (CALL). Thirty-six Hispanic students, 26 Japanese students, and 6 students with various language backgrounds from the Nova University Intensive Language Program were given learning style questionnaires before the 4-week experiment in order to determine their learning preferences. There were five learning factors among the students: (1) kinesthetic/tactile; (2) visual; (3) auditory; (4) individual; and (5) group. Students preferred kinesthetic/tactile and individual learning styles: the differences between the kinesthetic/tactile learning preference and visual and auditory learning preferences were significant. The difference between individual learning preference versus group learning preference was significant. All groups were given tests before the experiment, after the second and third hours of study, and a final test after the experiment. The differences between kinesthetic/tactile students' test results versus visual and auditory students' test results were significant at pretest and after the second hour of study. However, there were no significant differences in the final test results between these students. It was concluded that CALL is suitable as a supplementary tool and as an alternative to conventional methods of teaching English idioms to foreign adult students who are from different cultures, who have different learning preferences, and whose native language varies. (44 references) (GL)

ED 320 646 JC 900 374

Student Needs and Priorities Survey (SNAPS), Fall 1988.
Compton Community Coll. District, CA. Research and Planning Dept.
PUB DATE- 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; Community Colleges; Dropouts; *Enrollment Influences; Needs Assessment; Questionnaires; *School Holding Power; School Surveys; *Student Characteristics; *Student Educational Objectives; *Student Needs; Two Year Colleges; Two Year College Students

In 1988, a survey was conducted at Compton Community College to ascertain whether the needs and priorities of its students were primarily campus-related or external. The study was also structured to identify students who planned to transfer to another college before completing their degree requirements. The survey solicited information on students' personal profile, ethnicity/race, marital status, gender, residency, income, goals, and aspirations. In addition, the survey asked students to evaluate the college itself in terms of the quality of instructors and instruction, the relevance and priority of selected student services, and whether the institution was properly addressing student needs and priorities. The survey sample of 879 students represented 17% of the total college population in fall 1988. The sample was 68% female, 59% black, and 47% single; 31% were employed full time and 27% were employed part time. Student responses indicated that factors such as family obligations, personal problems, job-related problems, and finances were major determinants of academic persistence. However, certain on-campus needs were also identified: (1) 30.9% of the respondents recommended that a referral service be considered for implementation, 23.9% were in favor of a counseling center, and 17.6% were interested in a "Big Brother-Big Sister" program to match older and younger students; (2) extended hours were recommended for the library, Academic Resources Institute/Center, cafeteria, and bookstore; and (3) as to why students drop out of college, 24.5% of the students gave as a reason lack of interest and motivation, 19.8% cited financial problems, and 15% mentioned job-related or family problems. The survey instrument is appended. (JMC)

ED 320 659 PS 018 811

*Nagy, Jozsef*
Articulation of Pre-School with Primary School in Hungary: An Alternative Entry Model. UIE Case Studies 9.
**United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.**

REPORT NO.- ISBN-92-820-1055-4
PUB DATE- 89
NOTE- 113p.
AVAILABLE FROM- Unesco Institute for Education, Feldbrunnenstrasse 58, D-2000 Hamburg 13, West Germany.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Case Studies; Classification; Developmental Stages; Educational Diagnosis; *Educational Innovation; Educational Practices; *Enrollment; Foreign Countries; Grade Repetition; Individual Development; Nontraditional Education; *Preschool Education; *Primary Education; Remedial Instruction; *School Entrance Age; School Organization; Traditional Schools
IDENTIFIERS- Developmentally Appropriate Programs; *Hungary; Preventive Education

This case study describes an innovative school entry system in which children are registered at school according to their stage of development, not their age. The system was introduced by law in Hungary in 1986. In this study, an introduction is followed by a discussion of problems in curricular articulation. Problems are discussed in terms of the biological, intellectual, and social development of 6-year-olds. Consequences of developmental differences for curricular articulation, and aspects of the problem of using calendar age as the basis for school entry, are considered. Problems of conventional structural articulation, or fixed age admission, are discussed. Discussion focuses on the origin, characteristics, and main consequences of conventional structural articulation. Topics of this discussion include high repetition rate in the first grade, determination of students' futures, and obstacles to educational improvement. Efforts to overcome the consequences of articulation dysfunctions are critically reviewed and contrasted with an approach adapting the school to the student. The Hungarian model, which is an adaptive articulation model, is extensively described in terms of its core components: structure and functioning of the innovative entry system; evaluation procedures of classification and diagnosis; and preventive education in preschool. (RH)

ED 320 689 PS 018 879

*Chambliss, Catherine; Melmed, Monique S.*
Attitudinal and Behavioral Responses toward Parent Clientele of Parent and Nonparent Child Care Providers.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Expectation; Females; *Parents; Perception; Preschool Education; Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics

This study of child care providers examined the effect of parental status of providers on providers' expectations of parents and the effect of these expectations on behavior. A total of 85 child care providers from 11 child care centers completed a questionnaire that measured their attitudes about good parents, parents with children in their centers, most parents today, traditional sex roles, and how well parents know their children. Subjects were also asked to respond to a behavioral measure assessing willingness to comply with parents' wishes and truthfulness with parents. Findings showed that child care providers with children evaluated parents with children in their own centers and parents in general more positively than did child care providers without children. Child care providers with children indicated that they were more truthful with parents than were child care providers without children. It is concluded that future evaluations of parenting practices should take parental status of raters into account. (RH)

ED 320 292 EA 021 963

*Hayward, Gerald C.*
The Two Million Dollar School.
**Policy Analysis for California Education, Berkeley, CA.**
SPONS. AGENCY- California State Dept. of Education, Sacramento.; William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP-88-5-5
PUB DATE- May 88
NOTE- 33p.
AVAILABLE FROM- Publications, Policy Analysis for California Education (PACE), School of Education, University of California, Berkeley, CA 94720.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Cost Estimates; Educational Finance; Elementary Secondary Education; *Expenditures; Financial Policy; Fiscal Capacity; Resource Allocation
IDENTIFIERS- *California

"The Average costs of a California School 1985-1986," a report by the California State Department of Education, divided a hypothetical school district's budget according to four cost centers, which included the classroom, school site, school district, and state costs. A review of the initial report and an indepth analysis of each cost center are the purposes of this document. Tables and graphs provide statistical information on expenditures and resource allocation. (LMI)

ED 320 323 EC 231 131

*Phillips, William L.; And Others*
REI: The Will and Skill of Regular Educators.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Individualized Education Programs; *Mainstreaming; *Regular and Special Education Relationship; *Self Evaluation (Individuals); Severe Disabilities; Surveys; *Teacher Attitudes; Teacher Response; *Teaching Skills; Test Interpretation; Visual Impairments
IDENTIFIERS- Illinois; Severity (of Handicap)

Two assertions regarding the Regular Education Initiative (REI) are presented: (1) general educators are not willing to serve students with handicaps, and (2) general educators are not competent to serve students with handicaps. Illinois general education teachers (N=314) were surveyed to examine their attitudes and perceived ability to work with students with handicaps. Findings showed that, as a group, respondents were willing to teach students who were gifted and students with physical handicaps, but were not willing to teach students with mental handicaps. Teachers indicated a self-perceived lack of skills in teaching students labeled severely/profoundly handicapped, severely emotionally disturbed, and visually impaired. Teachers felt confident in their abilities to work with parents, provide individual assistance, adapt materials, participate in Individualized Education Program (IEP) conferences, adapt curriculum, and manage behaviors. They were not confident in their abilities to write behavioral objectives, interpret assessment results, and write IEPs. Teachers' preferences for resources necessary to facilitate integration, in rank order, were special materials, classroom aides, consultation with special educators, inservice training in behavior management, more "hands-on" experience, more compensation, and college course work in special education. Includes 23 references. (JDD)

ED 320 529 IR 014 363

*Bolt, Nancy M.; Stephan, Sandra S.*
Bridges: A Study and Long-Range Plan on Continuing Education in Washington.
Washington State Library, Olympia. Library Development Div.
PUB DATE- 87
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Continuing Education; *Cooperative Programs; *Financial Support; Interviews; Leadership Responsibility; *Library Education; *Long Range Planning; *Motivation Techniques; Needs Assessment; Professional Development; Questionnaires
IDENTIFIERS- *Washington

The purpose of this study was to produce a written long-range plan for providing cost-effective and workable continuing education (CE) for the library community in the state of Washington. The report summarizes the information gathered from surveys of 26 library associations and agencies that were known providers of CE in Washington and in-depth interviews with representatives of the providers. Chapter 1 is the executive summary and chapter 2 introduces the project. Definitions of CE are discussed in chapter 3, followed by a consideration of cooperation and coordination of CE activities in chapter 4. Chapter 5 describes providers of CE in Washington, analyzes the potential target audiences, and makes recommendations about a needs assessment for CE. Motivation for participants in CE--i.e., the individual learner, the employing library administrators, and CE providers--is discussed in chapter 6. Chapter 7 discusses the promotion of CE activities. Chapter 8 defines quality CE in terms of the criteria established by the National Council on Quality Continuing Education of the Continuing Library Education Network and Exchange Round Table of the American Library Association and examines current CE activities in Washington with particular attention to needs assessment, learning objectives, design, presentation, and evaluation. Chapter 9 discusses current funding of CE in Washington with particular attention to the contract between the Washington State Library and the University of Washington Graduate School of Library and Information Science. Chapter 10 discusses leadership and responsibility for CE in Washington. Finally, chapter 11 summarizes the major themes of the study. Eleven appendixes include a 19-item bibliography and a copy of the survey form. (19 references) (GL)

ED 320 544 IR 014 458

*Sewart, David, Ed.; Daniel, John S., Ed.*
Developing Distance Education. Papers Submitted to the World Conference of the International Council for Distance Education (14th, Oslo, Norway, August 9-16, 1988).
**International Council for Distance Education.**
REPORT NO.- ISBN-82-508-1011-2
PUB DATE- 88
NOTE- 472p.; For a report from the 14th conference, see IR 014 440.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Communications Satellites; *Developing Nations; *Distance Education; Economics; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Development; Program Evaluation; *Services; Student Attrition; *Teacher Education; *Telecommunications; Teleconferencing; Vocational Education
IDENTIFIERS- *Interactive Television

These proceedings contain 10 keynote papers and more than 100 papers from an international conference on the theme of developing distance education. The keynote papers are: (1) "Communications Technology" (Yoshia Abe); (2) "Continuing Education. New Needs and Challenges for Distance Studies" (Urban Dahllof); (3) "Distance Education and National Development" (John S. Daniel); (4) "Distance Education--A Developing Concept" (Jack Foks); (5) "Organisational Autonomy and Coordination in Distance Education" (Patrick Guiton); (6) "Distance Teaching and Credit Transfer" (John Horlock); (7) "How to Develop a Correspondence Course" (Michael P. Lambert); (8) "If Student Services Are So Important, Then Why Are We Cutting Them Back?" (Ross Paul); (9) "Women in Distance Education" (Christine von Prummer, Gill Kirkup, and Barbara Spronk); (10) "Economics in Distance Education: Time for a Change of Direction?" (Greville Rumble). The conference papers represent distance education projects worldwide in elementary and secondary education, higher education, and vocational education. Issues include program administration; the production of instructional materials; the use of telecommunications media, including interactive television, communications satellites, and computer conferencing; program evaluation; teacher education applications; instructional design for cognitive skill development; and student attrition. References are provided in most of the papers. Appended are personal study contracts and related documents for administering distance learning in Tasmanian high schools. (GL)

ED 320 308 EA 022 002

HIV Prevention Education in the Nation's Public Schools. Report of the National School Boards Association Survey.

**National School Boards Association, Alexandria, VA.**

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- Feb 90

NOTE- 32p.

CONTRACT- U63-CCU302799-03

AVAILABLE FROM- Publication Sales, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($5.00 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Community Attitudes; Educational Finance; Elementary Secondary Education; *Health Education; Moral Values; Parent Attitudes; *Prevention

Only 447 cases of Acquired Immune Deficiency Syndrome (AIDS) among 13- to 19-year-olds were reported to the Center for Disease Control through November 1989; however, 20 percent of the reported AIDS cases among males and 25 percent among females were diagnosed in people ages 20 to 29. Because of the long incubation period between infection and the onset of symptoms, many of these adult AIDS victims are the result of infection during the teenage years. To assess the progress toward implementing Human Immunodeficiency Virus (HIV) education programs in elementary and secondary schools, and to determine the extent to which comprehensive (K-12) school health education is required, in April 1989 questionnaires regarding prevention education programs were sent to the superintendents of 568 school districts throughout the United States. The response rate was 59 percent. Results of the survey indicated that: (1) of the 79 percent of responding school districts that required HIV prevention education, 56 percent reported high parental support for the program; (2) most districts required HIV education in grades 6 through 8; and (3) the small/rural districts were somewhat more likely than urban and large/suburban districts to include communication skills, peer pressure resistance, self esteem, and child abuse counselling in their HIV education curriculum. Appended are the responses to the HIV Prevention Education Survey. (KM)

ED 320 382 EC 231 196

*Cawood, J.*
Developing Talent Potential in Non-School Settings in South Africa.

PUB DATE- Jul 89
NOTE- 16p.; Paper presented at the World Conference on Gifted and Talented Children (8th, Sydney, Australia, July 1989). Diagram on page 6 will not reproduce well due to small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; *Extracurricular Activities; Foreign Countries; *Gifted; Leadership Training; *Talent; Youth Clubs
IDENTIFIERS- *South Africa

The paper briefly describes non-school enrichment programs and services for gifted and talented students in South Africa. Preliminary discussion examines the context of non-school interventions, the relevancy of non-formal gifted child education, and categorizing non-school provisions for this population in South Africa. Programs are listed under the categories of: academic, aesthetic, kinematic, leadership/psychosocial, creativity, and intellectural/psychosocial. The bulk of the paper focuses on the following unique South African non-school provisions: (1) Transvaal Education Department's Extra Curricular Centres, (2) parent/community associations in South Africa (including a list of active, newly established, and inactive associations), (3) Schmerenbeck Educational Centre at the University of the Witwatersrand in Johannesburg, (4) Saturday clubs in Soweto and Alexandra, and (5) student leadership development work and research at the University of Stellenbosch. (DB)

ED 320 397 FL 018 475

*Cheshire, Jenny*
Addressee-Oriented Features in Spoken Discourse.
PUB DATE- 88
NOTE- 16p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Foreign Countries; *Grammar; *Interpersonal Communication; Linguistic Theory; *Oral Language; *Sentence Structure

Three linguistic features used in spontaneous conversation to express emotional involvement (this, never, and all) are analyzed. "All" and "never" have referential functions; "this" has both referential and deictic functions. The focus of this analysis is on the way that speakers use these features to express emotional involvement and to orient the discussion toward the addressee by directly involving him in what is being said. It is also suggested that these three features can be markers of foregrounding in discourse, highlighting, or giving discourse prominence to that part of the utterance with which they enter into construction. It is concluded that while a sentence-based grammar can not account for the way in which these items are used in everyday discourse, when seen in the broader context, as part of a pattern of addressee-oriented features, their function may be more properly appreciated. (MSE)

ED 320 413 FL 018 491

*Rampton, M. B. H.*
Group Affiliation and Quantitative Sociolinguistics.
PUB DATE- 88
NOTE- 17p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; Classification; Foreign Countries; *Group Membership; *Language Research; Linguistic Theory; Peer Relationship; Phonology; *Research Methodology; *Sociolinguistics

Five prominent issues in quantitative sociolinguistic discussions of speaker classification are summarized and discussed, and a case study that attempts to extend the available methodology is examined. The five issues include the following: (1) to what extent are speaker categories emic or etic? (2) do speaker categories encode local inter-speaker relationships? (3) can speaker categories combine with accounts of interactional language use and learning? (4) do speaker categories handle flexibility and multiplicity as features of group membership? and (5) are interactive and referential group affiliation analytically distinguished? Some of the ways that quantitative research has handled several of these questions are considered, and it is suggested that questions 4 and 5 currently present the greatest empirical challenge. A methodology capable of overcoming those two problems is outlined and illustrated with a case study investigating the distribution of two phonological variables across one multi-ethnic adolescent peer group. Its relation to the first three issues is closely examined, and it is suggested that in comparison with other empirical endeavors, this approach does significantly extend the methodological repertoire of quantitative sociolinguistics. (Author/MSE)

ED 320 486 HE 023 569

*Smith, M. Cecil; Carney, Russell N.*
Students' Perceptions of the Teaching Evaluation Process.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Paper copy not available due to poor print quality.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; College Faculty; *Faculty Evaluation; Higher Education; Questionnaires; *Student Attitudes; *Student Reaction
IDENTIFIERS- *Student Surveys

One hundred sixteen students enrolled at two midwestern universities in neighboring states completed a 28-item Student Perceptions of Evaluations Questionnaire to determine students' attitudes towards the evaluation process. Four central questions to be answered were: (1) Do students understand how evaluations are used? (2) What are students' misperceptions about evaluations? (3) Do students take the opportunity to evaluate their professors seriously? (4) Do students think that professors take students' comments seriously? Results of the survey showed that students often did not know how or for what purpose the evaluations were to be used. They were also uncertain as to whether such evaluations were used in determining pay raises and/or promotions. Students indicated that they do take teaching evaluations seriously despite their uncertainty about whether professors take the evaluations seriously. It appeared that student ratings are not significantly undermined by their incomplete knowledge of the process or their uncertainty regarding how professors felt about the evaluations, but providing students with information about the uses of teaching evaluations would help reduce cynicism and improve lines of communication between students and their professors. Contains nine references. (GLR)

ED 320 500 HE 023 587

*Gardner, Philip D.; Broadus, Angela*

Pursuing an Engineering Degree: An Examination of Issues Pertaining to Persistence in Engineering.

**Michigan State Univ., East Lansing. Collegiate Employment Research Inst.**

PUB DATE- Feb 90

NOTE- 44p.

AVAILABLE FROM- Collegiate Employment Research Institute, Michigan State University, 113 Student Services, East Lansing, MI 48824 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Ability; *Academic Persistence; *Black Students; Career Choice; Engineering; *Engineering Education; *Females; Higher Education; Majors (Students); Psychological Characteristics; Stereotypes; *Student Characteristics; Student Experience

IDENTIFIERS- Michigan State University

This report provides a picture of students who entered a university engineering program and then persisted or left the program. It examines students' mathematical-mechanical abilities, psychological-motivational aspects, support services, and perceptions of the world of engineering work. It also identifies problems that women and blacks encountered. A total of 606 responses were received from a survey mailed to 2,450 Michigan State University engineering students. Students were sorted into the following groups: persisters, changers, leavers, transfers, and first timers. The survey results are presented in terms of: (1) respondents' high school experiences (time of making career decision, factors influencing the decision, and academic preparation); (2) experiences in engineering (typical day, expectations, problems, academic performance, and support services); (3) non-persistence in engineering; (4) stereotyped images of engineers and how these relate to blacks and women; and (5) career plans. Findings showed that students leaving the program had less commitment to engineering and inconclusive career goals compared to persisters. Mathematics was the basic culprit undermining student academic progress. Women felt they were not taken seriously in the classroom, laboratory, and work place. Blacks worked twice as many hours as whites to finance their education, and study time suffered as a result. Includes seven references. (JDD)

ED 320 514 HE 023 608

*Earl, Archie W., Jr.*
Technology in the College Classroom.
PUB DATE- Jul 89
NOTE- 44p.; Paper presented at the Annual Conference of the National Technical Association (61st, Atlanta, GA, July 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculators; Colleges; *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Educational Equipment; Higher Education; Trend Analysis; Universities
IDENTIFIERS- Computer Program Selection

An analysis was made of the use of computing tools at the graduate and undergraduate levels in colleges and universities in the United States. Topics ranged from hand-held calculators to the use of main-frame computers and the assessment of the SPSSX, SPSS, LINDO, and MINITAB computer software packages. Hand-held calculators are being increasingly used in college and university classes. As this trend continues, it is forecasted that more institutions of higher education will either have to supply calculators for student use or require all students to buy the same type of calculator. Many computer software packages were used in college and university classrooms: LINDO was found to be good for use in courses involving contemporary mathematics, managerial accounting, and management of operation systems; MINITAB was good for quantitative analysis courses in business administration programs, in basic statistics courses, and in other statistics related courses; and SPSS and SPSSX, two very similar statistical software packages, were good for courses in basic statistics, advanced statistics, business administration analysis, education research, social science research, and psychological research. The implementation of these software programs was considered helpful in equipping students to face the challenges of the twenty-first century. Contains eight

references. (GLR)

ED 320 575 IR 053 170

*Jackson, Mary; Garlow, Doris*

Books Are Windows to the World: A Calendar of Special Days with Book-Related Activities.

**Nebraska Library Commission, Lincoln.**
PUB DATE- 89
NOTE- 272p.; Use of colored paper may limit the quality of reproducibility of the three supplements.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; Elementary Secondary Education; Enrichment Activities; *Holidays; Instructional Materials; *Reading Assignments
IDENTIFIERS- *Calendars

This 1989 activity calendar, developed to commemorate the "Year of the Young Reader," is divided into three sections. The first contains a calendar that lists authors' birthdays, special commemorations, anniversaries, and events. The second includes descriptions of book-related activities that complement monthly themes, weekly themes, or daily events. General activities, appropriate for any day of the year, are presented in the third section. Suggestions for activities include references to appropriate books. Also provided are three supplements, which include numerous additional activities and activity sheets. (GL)

ED 320 606 IR 053 207

*Mulder, Ursula E.*
The Practicum in Library and Information Studies: A Qualitative Comparison of Expectations and Learning Outcomes.
PUB DATE- Dec 87
NOTE- 312p.; Master's Thesis, Canberra College of Advanced Education, Australia. Reproduction may be limited due to small size of type font.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Objectives; Foreign Countries; Higher Education; Interviews; *Library Education; *Outcomes of Education; *Practicums; Qualitative Research
IDENTIFIERS- Western Australian Institute of Technology

This qualitative study of expectations for and outcomes of practicums in library and information science had four aims: (1) to discover whether faculty, host librarians, and students had the same objectives; (2) to ask students what they experienced in the practicum and compare this to their previously stated expectations; (3) to assess the relationship between faculty preparation of host librarians and of students and a successful practicum; and (4) to gather information on the importance of aspects of organization, such as timing and duration, to the practicum. The Department of Library and Information Studies at the Western Australian Institute of Technology was selected as the study site. A total of 69 respondents representing a sample of faculty, host librarians, and students were interviewed. Results indicated a congruence among expectations held by faculty, librarians, and students for learning outcomes. However, a lack of congruence between students' pre-practicum expectations and post-practicum outcomes was noted. There was no marked difference between the outcomes of students taking the practicum at the end of their programs compared to students in the middle of their programs. Interview schedules, data tables, a glossary, a description of the graduate program in library and information studies, and an extensive list of interview quotations organized by topic are included. (166 references) (MES)

ED 320 633 JC 900 358

*Bell, Priscilla J.; Acker, Kathleen E.*
Developing and Implementing a Counselor Evaluation Program.
Tacoma Community Coll., WA.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Counselor Client Relationship; *Counselor Evaluation; *Counselor Performance; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; Program Development; Program Implementation; Questionnaires; *Self Evaluation (Individuals); Two Year Colleges

In the past several years, Tacoma Community College (TCC) has devoted increasing attention to evaluating faculty and staff performance. In recognition of the benefits of a growth-oriented evaluation process over a summative evaluation, the counselors and the Dean for Student Services at TCC developed a comprehensive evaluation system for counselors designed to promote professional growth and development. In order to assess counselor performance, precise criteria were established and defined for a full range of counselor responsibilities, including group and individual counseling, educational planning and advising, consultation, ethical and legal standards, personal and professional development, teaching, governance, service to college and community, and research. Evaluative data are gathered from five sources: (1) the counselor being evaluated; (2) the students/clients served by the counselor; (3) a peer counselor from within the college; (4) a peer from outside the college; and (5) the counselor's direct supervisor. The evaluation process requires at least two full terms to complete. Following peer evaluation activities, debriefing sessions, and student surveys, the counselor finalizes the self-evaluation and completes a statement of counseling philosophy. The evaluation process is detailed in appendixes, which include evaluation criteria, surveys, and other evaluation instruments. (JMC)

ED 320 293 EA 021 964

*Merchant, Betty*
Dropping Out: A Preschool through High School Concern.
**Policy Analysis for California Education, Berkeley, CA.**
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP-87-12-13
PUB DATE- Dec 87
NOTE- 60p.
AVAILABLE FROM- Publications, Policy Analysis for California Education (PACE), School of Education, University of California, Berkeley, CA 94720.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developmental Programs; *Dropout Characteristics; *Dropout Prevention; Dropout Programs; Dropout Rate; *Dropout Research; *Elementary Secondary Education; High Risk Students; Student Attrition
IDENTIFIERS- *California

Understanding why students drop out is important in developing effective dropout prevention strategies. Traditional research has focused on high school dropouts; recent interest uses a developmental approach and examines possibilities for earlier intervention. Each section of this report analyzes dropout prevention at the preschool, elementary, secondary, junior high, and high school levels. Identification of dropout characteristics, an analysis of problems unique to each level of schooling, and an overview and critique of selected programs are included in each chapter. Where relevant, problems specific to socioeconomic status, race, gender, and ethnicity are discussed. Appendices include additional information about model dropout programs and addresses of selected prevention programs. (98 references) (LMI)

*Lowenthal, Barbara; And Others*
The Special Educator and the Hospital Ethics Committee.
PUB DATE- Feb 90
NOTE- 40p.; Paper presented at the Conference of the Learning Disabilities Association (Anaheim, CA, February 21-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *Bioethics; Case Studies; Child Abuse; Consultants; Death; Family Problems; *Hospitalized Children; Hospitals; Infants; Medical Care Evaluation; Medical Services; Neonates; *Severe Disabilities; *Special Education Teachers; Teacher Role; Technology
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; Euthanasia; *Hospital Ethics Committees

With the advent of Public Law 99-457, special educators may be expected to observe and/or serve on Hospital Ethics Committees (HECs) in order to better assist families who have seriously ill and handicapped infants and children. Issues considered by such committees include alternative viewpoints on infant euthanasia and their right to life, the provisions of current child abuse legislation, and possible effects on families. This article discusses HECs and the issues with which these committees grapple. The paper describes the HEC in one large, metropolitan/suburban hospital. Additional issues reviewed in the context of biomedical technology are withholding versus withdrawing treatment, experimental therapy, brain death in infants, technology and the prolongation of dying, and infant donors. It suggests some guidelines to assist in the training of special educators for serving on or supporting these committees, such as having special education students observe an HEC and provide respite care to families of infants and children with severe handicaps. The paper concludes with four case histories which exemplify the complexity of the issues and allow the reader to consider the issues presented within the context of the reader's personal values and opinions. Contains 34 references. (DB)

ED 320 429 FL 018 589

*Berney, Tomi D.; Barrera, Marbella*
Bilingual Pupil Services (B.P.S.) 1988-89. OREA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 90
NOTE- 38p.
GRANT- BPS-01604
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; *English (Second Language); Evaluation Methods; Federal Programs; Inservice Education; *Limited English Speaking; Paraprofessional Personnel; Parent Participation; Program Evaluation; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Bilingual Pupil Services Project NY

The Bilingual Pupil Services (BPS) had two complementary objectives: (1) to provide supplementary services to students of limited English proficiency (LEP) by giving them instruction in English as a Second Language (ESL) and bilingual reading and mathematics; and (2) to provide in-service training to paraprofessionals who were enrolled in programs that led to teacher certification. In its 16th year of service, the program served 2,548 elementary school students at 35 schools in New York City and trained 98 paraprofessionals. The BPS, during the year evaluated, trained 20 more paraprofessionals than in the previous year, and provided services for 673 additional students. The program met its objectives in bilingual mathematics, English reading, Spanish reading, staff development, and parental involvement. Recommendations for program improvement include: (1) modification of the evaluation design in order to utilize the results of already mandated tests for measuring achievement; (2) exploration of the availability of appropriate testing instruments in Haitian Creole and Chinese; and (3) funds permitting expansion of the population being trained to include new teachers in schools not served by BPS. (GLR)

# Minority Enrollment in Independent Colleges and Universities, 1986-1988.

**National Inst. of Independent Colleges and Universities, Washington, DC.**

PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Enrollment Trends; *Ethnic Groups; Higher Education; Hispanic Americans; *Minority Groups; *Private Schools; Statistical Data; Two Year Colleges; Undergraduate Study; White Students

Statistics and trends on minority enrollment in independent colleges are summarized. During 1986-1988, enrollment of minority students increased by 5.3%, slightly faster than the rate of increase for minority students at public institutions. Minority student enrollment in independent colleges accounted for 18.4% of the full time equivalent enrollment, slightly less than in public institutions. Reversing a previous trend, there was an increase in the enrollment of Black students in independent colleges but enrollment of Hispanic students declined (due primarily to enrollment declines in Puerto Rico). Separate data for four-year and two-year institutions indicate that independent two-year institutions enroll a larger proportion of minority students than any other type of college (25.4%) despite an overall decrease in enrollment. Tables provide detailed statistics by ethnic group and institution type. (DB)

ED 320 591 IR 053 189

*Savard, Rejean, Comp.*
Theorie et Pratique dans l'Enseignement des Sciences de l'Information = Bridging the Gap between Theory and Practice. Proceedings of the Joint Meeting between the Association Internationale des Ecoles de Sciences de l'Information and the Association for Library and Information Science Education (1st, Montreal, Canada, May 25-27, 1988).
**Association for Library and Information Science Education, Sarasota, FL.; Association Internationale des Ecoles de Sciences de l'Information, Montreal (Quebec).**
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-2-920537-018
PUB DATE- 88
NOTE- 537p.; Additional funding provided by F.C.A.R. of Quebec and the Wilson Foundation of New York.
LANGUAGE- French; English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Archives; *Developing Nations; Foreign Countries; *Information Science Education; *Information Technology; International Organizations; *Library Education; Library Research; Online Searching; Professional Continuing Education; Systems Analysis; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Arab States; Belgium; Canada; China; France; Gabon; Great Britain; Senegal; United States

These proceedings contain 38 papers--23 in French and 15 in English--that were presented in 15 sessions entitled: (1) Theory and Practice in Library and Information Science: The Context (Plenary Session 1); (2) Teaching Archives; (3) The Development of Library and Information Science Education in Developing Countries; (4) Research and Teaching in Library and Information Science; (5) Pedagogical Approaches in Library and Information Science; (6) Theory and Practice in Library and Information Science Education: The Debate (Plenary Session 2); (7) French-Speaking Experiences in Library and Information Science; (8) New Technologies and Library and Information Science Education; (9) Teaching Information Processing; (10) Teaching Systems Analysis; (11) Theory and Practice in Library and Information Science Education: The Future (Plenary Session 3); (12) The Actors in Library and Information Science Education; (13) Teaching Online Searching; (14) Continuing Education; and (15) New Developments in Library and Information Science Education in Arab Countries. Most of the papers include references. An introduction to the proceedings, the session titles in the table of contents, and brief abstracts of the papers are given in both French and English; individual papers appear in either French or English. (GL)

ED 320 620 JC 900 344

# Performance of St. Petersburg Junior College Students on the June 1989 CLAST and October 1989 CLAST.

**Saint Petersburg Junior Coll., Fla.**

PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Associate Degrees; Community Colleges; *Educational Testing; Scores; State Standards; Student Characteristics; Test Score Decline; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test; *Junior Rising Examinations

These two reports examine the passing rates of St. Petersburg Junior College (SPJC) students on the College Level Academic Skills Test (CLAST). The first report focuses on the 549 SPJC students who took the CLAST for the first time in June 1989, while the second report offers information on the 756 SPJC students who took the CLAST in October 1989. Both reports provide information on the CLAST passing rates of SPJC students in comparison with other Florida students; means scores for CLAST subtests; student characteristics; and passing rates correlated with number of semester hours taken, type of degree, and grade point average (GPA). In addition, the first report compares passing rates based on 1986 standards and the higher standards imposed in fall 1989, and both reports look at patterns of success among CLAST retakers. Highlighted findings include the following: (1) 89% of the SPJC students who took the CLAST for the first time in June 1989 passed all four subtests, while only 66% of those who took the CLAST in October did so; (2) in June 1989, SPJC students had a higher average passing rate than the average for all Florida community colleges (80%), or for all state universities (88%); (3) students studying for an associate in arts degree did better on the essay and mathematics subtests than students studying for the associate in science degree; (4) only 43% of the students who took the CLAST in June 1989 would have passed the examination under the October 1989 standards; and (5) passing rates were higher when only one or two subtests had to be retaken.

ED 320 675 PS 018 860

*Easton, John Q.; Bennett, Albert*
Achievement Effects of Homework in Sixth Grade Classrooms.
PUB DATE- Jul 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; *Grade 6; *Homework; Intermediate Grades; Language Arts; Mathematics Instruction; Reading Instruction; Science Instruction; Social Studies
IDENTIFIERS- *Chicago Public Schools IL

This study examines the relationship between the amount of time sixth graders reported spending on homework and their achievement gains on the Iowa Test of Basic Skills (ITBS) between the spring of 1988 and the spring of 1989. Selected for participation were one or two classes in each of 30 public elementary schools in Chicago. Of the 30 schools, 10 were magnet schools, 10 integrated or desegregated schools, and 10 predominantly minority schools. The questionnaire administered in January, 1989 asked students how many days each week they were assigned homework in reading and language arts, mathematics, science, and social studies, and how much time they spent on assignments in each of these curriculum areas. The Chicago Board of Education's test score master file provided ITBS mathematics total and reading comprehension scores for April 1988 and 1989. Homework and achievement measures were average classroom level measures for the 52 surveyed classes, not individual student level measures. Although the findings strongly suggest that homework may be related to achievement gain in some classes, because of several methodological and measurement characteristics, the study fails to add unequivocal evidence to the discussion on the effectiveness of homework in the sixth grade curriculum. (RH)

ED 320 353 EC 231 162

*Bastone, Linda*
Special Education Training and Resource Center Program (SETRC), 1988-89. Evaluation Section Report. Final Evaluation Report. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- 1 Jan 90
NOTE- 27p.; Prepared by the Special Education Evaluation Unit.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Information Dissemination; *Inservice Teacher Education; *Parent Education; Program Evaluation; Pupil Personnel Services; Resource Centers; Technical Assistance; Vocational Education
IDENTIFIERS- New York (New York)

The evaluation report describes the Special Education Training and Resource Center (SETRC) program in New York City, designed to provide knowledge and skills to prepare parents of handicapped children as well as personnel in general education, special education, occupational education, and support services to work effectively with handicapped students. The SETRC training program targeted four objective areas: educational personnel, local needs, parents, and information dissemination. SETRC provided a total of 8,161 hours of training in 1988-89 falling short of the proposed number but providing an increase in the average number of hours offered per trainer. SETRC trainers met or exceeded the training objectives for occupational education personnel, support personnel, and special education personnel but did not meet the objectives for serving Limited English Proficiency personnel, preschool personnel, and parents but did increase efforts over the previous year. Trainers expressed satisfaction with the training. Administrators were overwhelmingly satisfied with the SETRC training and would have liked to utilize trainers more. Parents and educational personnel who used services of the Resource Centers responded favorably to this component. Recommendations included provision of a specific number of hours for technical assistance and enhancement of publicity to attract users to the Resource Centers. (DB)

ED 320 368 EC 231 182

*Farlow, Leslie J.; And Others*

The Implications of the Procedural Contrast between Training and Probe Conditions on the Interpretation of Student Performance Data.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, D.C., March 28-April 1, 1988).
GRANT- G008530150
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Daily Living Skills; *Data Interpretation; Elementary Secondary Education; *Instructional Effectiveness; *Performance Factors; *Research Methodology; *Severe Disabilities; Student Evaluation; *Training Methods

The study examined the relationship between probe and training conditions on performance of nine severely handicapped students on functional tasks in classroom and community settings. Findings led to the following recommendations to teachers: measures of student performance under natural or probe conditions should be evaluated in addition to training data; teachers should use different criteria for evaluating multiple-opportunity probes than for single-opportunity probes; teachers should not assume training data are representative of performance under natural conditions; and, teachers should not assume that performance under training conditions will be depressed since, in some cases, performance under probe conditions may be higher than performance under training conditions. Contains 20 references. Tables provide statistical detail. (DB)

ED 320 383 EC 231 197

Investigation into Measurable Behavioral Change in Behaviorally/Emotionally Handicapped Students as It Relates to the Provision of Instruction in Alternative Behaviors. Final Report.

**North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 29 Jan 88
NOTE- 142p.; For a related document, see ED 304 868.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Modification; Curriculum Development; Elementary Secondary Education; *Emotional Disturbances; Generalization; *Instructional Effectiveness; Training Methods; Transfer of Training

The study examined the effects of instruction in new behavior on behavioral change in behaviorally or emotionally handicapped students by comparing Ifd (intensity, frequency, and duration) behavior scores of students who received special behavioral instruction (N=360) with students not receiving this instruction (N=360). The study also investigated the relationship between Ifd scores of targeted student behaviors and the following: educational setting (self-contained or resource), demographic area, educational level, race, sex, and instructional time required at each of three progress levels (awareness, understanding, and application). The study found that for the two 3-month cycles in which data were collected, systematic behavioral instruction provided in addition to behavior management was significantly (at the .001 level) more effective in producing behavioral growth than was behavior management alone and also more effective in achieving transfer. No significant differences in the effects of behavioral instruction were found associated with race, sex, educational level, or educational setting). Other results included statements by most service providers that instructional time was at least equalled by time saved. An appendix contains an excerpt from "Teaching New Behaviors" which includes introductory information, a glossary, and seven sample lesson plans. Other appendixes include the Ifd scale, data collection forms, and project information. Contains 14 references. (DB)

ED 320 444 FL 018 655

*Baratz-Snowden, Joan; And Others*
Parent Preference Study. Final Report.
**Educational Testing Service, Princeton, N.J.**
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jul 88

NOTE- 147p.
CONTRACT- 300-85-0208
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Asian Americans; *Bilingual Education; Demography; *Educational Quality; Elementary Secondary Education; English (Second Language); *Hispanic Americans; Language Role; *Limited English Speaking; Minority Groups; Outcomes of Education; *Parent Attitudes; Parent Background; Parent Participation; Surveys

A national survey of parents of school aged Asian, Puerto Rican, Mexican American, and Cuban students was conducted to examine what educational preferences language minority parents have regarding the role of English and non-English (home) language in the instructional process. A second purpose of the survey was to determine what factors are associated with parents' choices. The survey contained four general areas of inquiry, including: (1) items relating to parents' perceptions of, and attitudes toward, school programs and practices; (2) items relating to parents' general aspirations for their children and those related specifically to education and language learning; (3) items related to language use and to parent involvement in their children's schooling; and (4) parent demographic characteristics. Survey findings established that parents support bilingual education in its most generic sense--giving extra help to students in order to facilitate their learning English--but generally do not go much beyond that in differentiating among types of bilingual programs. Although there were large and pervasive differences among the ethnic groups in terms of the level of their support for certain instructional strategies, parents did support special language programs for language minority children. Contains 35 references. (GLR)

ED 320 459 FL 800 132

*Cruz, Jane; And Others*
English in the Work Place for School Custodians. Manual and Curriculum Guide.
Fairfax County Public Schools, VA. Dept. of Vocational, Adult and Community Education.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE- 90
NOTE- 192p.; Photographs and some drawings will not reproduce well.
GRANT- 6-E002659
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Curriculum Guides; *Custodian Training; Employer Employee Relationship; English for Special Purposes; Interpersonal Communication; *Labor Education; Lesson Plans; Limited English Speaking; *Literacy Education; Needs Assessment; Occupational Information; Occupational Safety and Health; Peer Relationship; Personnel Data; Personnel Policy; Program Development; *School Maintenance; Second Language Instruction; Telephone Usage Instruction; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy

This manual is intended to assist in the development of programs in vocational English as a Second Language (VESL) for limited-English-speaking individuals working as school custodians. The manual describes steps in program development, offers methods for needs assessment, specifies instructional objectives, discusses techniques for lesson planning, outlines a curriculum, provides reproducible hands-on classroom activities designed to practice the concept within the curriculum and to trigger teachers' imaginations, and offer general and specific resources. Units in the curriculum are described in detail for the teacher, including dialogues, visual aids, class exercises, and directions for material development and classroom activities. Unit topics include giving and taking directions, making phone calls, interacting with co-workers, reporting emergencies, receiving criticism and praise, and understanding personnel information. A seven-page, partially annotated bibliography of supplementary instructional materials, VESL resources, texts, and other resources is included. Appendixes contain publicity materials; needs assessment forms to be completed by workers and supervisors; a languae test; and a variety of teacher and student forms, including evaluation questionnaires. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 560 IR 014 476

*Braswell, Ray*
Attitudes of the Returning University Student towards the Use of Computers.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Correlation; Graduate Students; Higher Education; *Microcomputers; Questionnaires; *Reentry Students; *Student Attitudes; *Teacher Education; Undergraduate Students

This study reports on an examination of the experiences and expectations of the older university student who is returning to school to either complete a degree or begin a new career--one who in all likelihood did not have any computer experience before attending university classes. Specifically, the study was designed to: (1) compare attitudes towards computer use between returning and new students; (2) determine potential computer use by returning students; and (3) determine perceived present and potential use of computers in schools by those who plan to teach in the future. Participants were 28 graduate and undergraduate students ranging in age from 19 to 47 (with an average age of 33) from two university computer literacy classes. Students were surveyed at the beginning and at the end of the class to determine their attitudes towards the utilization of computers. Data were analyzed using a Pearson correlation based upon the survey responses, student status (returning or new), and age of the respondent. Preliminary results indicate that the returning student demonstrates a more positive attitude towards the use of computers. While results of the pre-class survey indicated a larger potential for use of computers among returning students than among new students, the survey at the end of the class showed a similarity between the two groups, with the attitudes of the new students more in line with those of the returning students, whose positive attitudes towards the use of computers had increased slightly. These results indicate a greater need for more inservice education opportunities for teachers. (GL)

ED 320 576 IR 053 171

*Coe, Mary J., Ed.*

Certification of Public Librarians in the United States. A Detailed Summary of Legally Mandated and Voluntary Certification Plans for Public Librarians Based on Information Supplied by the Various Certificating State Agencies or Other Appropriate Sources. 3rd Edition.

**American Library Association, Chicago, IL. Library Administration and Management Association.**

PUB DATE- 79
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; *Librarians; *Public Libraries; *State Standards

This report contains summaries of legally mandated and voluntary certification plans for public librarians in the United States based on information supplied by the various certifying state agencies or other appropriate sources in April 1979. Each plan is identified by the descriptive terms "mandatory" (certification required by law--23 states), "permissive" (certification sanctioned by state law, but not compulsory--2 states), or "voluntary" (certification with no legal basis, generally sponsored by a state library association--5 states). The remaining 20 states with no certification law or plan are also listed. (GL)

ED 320 647 JC 900 375

*Railsback, Gary; Colby, Anita*
Improving Academic Advising at the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-88-04
PUB DATE- Jul 88
NOTE- 6p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Advising; Community Colleges; *Counseling Effectiveness; Counseling Theories; *Counselor Role; Counselor Selection; Counselor Training; Faculty Advisers; Models; *Program Improvement; Two Year Colleges
IDENTIFIERS- ERIC Digests

While there is general consensus on the importance of good academic advising to student success and support for the American College Testing Program's developmental concept of advising, there is less agreement on the most effective model for delivery. Research suggests that both faculty-oriented advising and professional counselor-oriented systems may have fallen short of their intended purposes. Concern for the quality of academic advising and recognition of the important role it can play in promoting student retention and success underpin current efforts to improve advising. Steps to improve academic advising include the following: (1) preparing, reviewing, and revising a written plan detailing the goals and functions of academic advising; (2) screening potential advisors and informing them that they must be willing to do more than help students schedule classes; (3) requiring that students meet on a regular basis with their advisors; (4) implementing advising programs in which counselors and teachers work together as a team; (5) rewarding the efforts of those involved in academic advising; (6) training advisors in basic counseling skills and techniques and providing simulation and role-playing activities; (7) using computers in academic advisement; and (8) assessing students and administrators to determine if the advising system is meeting its goals. (JMC)

ED 320 660 PS 018 812

FY 1991 Children's Agenda.
Michigan Coalition for Children and Families, East Lansing.

PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Advocacy; *Children; Education; *Family (Sociological Unit); Mental Health; *Program Development; Public Health; *Public Policy; *Social Services; *State Programs
IDENTIFIERS- *Michigan

Addressed to advocates and decision makers, this agenda identifies state services in Michigan that will be most vital to the state's children and families in fiscal year 1991. Initial contents provide general policy recommendations of the Michigan Coalition for Children and Families. Policy recommendations for the programs of the departments of education, management and budget, mental health, public health, and social services are offered. It is emphasized that the listing is neither comprehensive nor prioritized. All programs listed in the agenda are considered crucial to the elimination of pain, suffering, and death and the promotion of the health and well-being of Michigan's most vulnerable citizens. (RH)

ED 320 690 PS 018 880

*Hunt, Judith Lynn*
Predictive Implications of Secure Mother-Infant Attachments.
PUB DATE- May 90
NOTE- 77p.; Ph.D. Dissertation, Biola University.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Attachment Behavior; Criticism; Infants; *Mothers; *Parent Child Relationship; *Predictor Variables; *Research Methodology; *Stranger Reactions; Theories
IDENTIFIERS- Theoretical Analysis

The general proposition of attachment theory is that attachment is grounded in an independent, biologically based system. The quality of primary attachment relationships strongly influences a child's early personality organization, particularly the concept of self and others. The theory emphasizes the primary status and biological function of intimate emotional bonds between individuals. The theory postulates that intimate bonds are controlled biologically and use internal working models of the self and the attachment figure in relationship with each other. This doctoral research paper critiques recent research on attachment and discusses the implications of secure and insecure attachment of infants to their caregivers. Section 1 provides an overview of attachment theory. Section 2 critiques the methodology of attachment research and identifies common methodological problems. Particular attention is given to strange situation methodology and its alternatives. Section 3 reviews empirical literature that describes correlates of secure and insecure attachments in infancy. Discussion focuses on predictive hypotheses and correlates of secure attachment. A total of 53 references are cited. (RH)

ED 320 324 EC 231 132

*Enderle, John D., Ed.*
National Science Foundation 1989 Engineering Senior Design Projects To Aid the Disabled.
**National Science Foundation, Washington, D.C.**
PUB DATE- 89
NOTE- 330p.
AVAILABLE FROM- NDSU Press, Fargo, ND 58105 (free).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Electromechanical Aids; Electronic Equipment; *Engineering Technology; *Hearing Impairments; Mobility Aids; *Physical Disabilities; *Rehabilitation; Sensory Aids; Student Projects; *Visual Impairments

Through the Bioengineering and Research to Aid the Disabled program of the National Science Foundation, design projects were awarded competitively to 16 universities. Senior engineering students at each of the universities constructed custom devices and software for disabled individuals. This compendium contains a description of each project in nontechnical language, a list of the individuals involved with the project, and a summary of the project's impact on the disabled person's life. A technical description of the design is also presented, along with a photograph of the device and approximate cost. Examples of the approximately 140 devices include: accessible work-holder, multipurpose desk for a quadriplegic engineer, stationary exercise tricycle, pneumatic sewing machine speed control, voice loudness indicator, spring-assisted leg extender, posture alarm system, door closer, self-injurious behavior monitor, foot control for a cassette player, vertical pole walkway, counting trainer, remote computer accessibility, feeding device, and keyboard overlay and software for music therapy. (JDD)

ED 320 398 FL 018 476

*Coates, Jennifer*
Women's Speech, Women's Strength?
PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Females; Foreign Countries; *Interpersonal Communication; *Language Patterns; *Language Role; Linguistic Theory; Oral Language; *Sex Differences; Speech Habits
IDENTIFIERS- Hedges (Linguistics); Minimal Responses; Tag Questions

A discussion of women's oral discourse patterns focuses on the uses made of minimal responses, hedges, and tag questions. The analysis draws on transcriptions of conversations among a group of women friends over a period of months. It is proposed that the conventional treatment of these forms as "weak" is inappropriate in all-female discourse. In friendly, all-female conversation, these linguistic forms function as cooperative devices. Women use minimal responses to signal active listening and support for the current speaker, and to mark recognition of the different stages of conversational development. Hedges are used to respect the face needs of all participants, negotiate sensitive topics, and encourage participation. Tag questions also encourage participation, but among women friends are more often used to check the taken-for-granted nature of what is being asserted, monitoring group support. Misunderstanding of these and other aspects of women's linguistic style arises from the misunderstanding of female subculture. Typical features can be shown to be functional in terms of the goals of all-female interaction, a characteristics of mutual support and solidarity, and can not be dismissed as weak or tentative. (MSE)

ED 320 414 FL 018 492

*Russell, Joan*
The Role of Vernacularization in Tanzania: Swahili as Political Tool.
PUB DATE- 88
NOTE- 12p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; Language Research; *Language Role; *Language Variation; Linguistic Theory; *Official Languages; Political Influences; Public Policy; *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Tanzania

A discussion of the role of Swahili in Tanzania looks at its elaboration as an indigenous language, involving both internal modification of the written language and the extension of its institutionalized domains of use. Because of its role as the lingua franca of the independence movement, Swahili became a vehicle for national political organization. Three other factors have played an important part in the success of Swahili as a symbol, including its ethnic neutrality as an African language; the fact that disparate groups can identify with it; and the personal and political power of Julius Nyerere, who exploited it as a supra-ethnic vehicle of communication, making the transition between loyalty based on traditional social structure and loyalty to the artificial entity of the modern state. Language policy followed in the wake of Nyerere's reactions to perceived crises rather than as a result of concerted government policy. Linguists and educators assumed Swahili would become the medium of secondary and higher education in the 1970s and 1980s, but this did not happen. As a result, the political status of Swahili plummeted. The language continues to have great communicative strength, however, and represents modernity to most people. English has high prestige but weak entrenchment in Tanzania, whereas Swahili is strongly entrenched. (MSE)

ED 320 473 HE 023 555

State Funding for Independent Postsecondary Education: Report and Recommendations of the Postsecondary Education Planning Commission: 1990--Report 2.

**Florida State Postsecondary Education Planning Commission, Tallahassee.**

PUB DATE- 90

NOTE- 77p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cost Effectiveness; *Educational Vouchers; Higher Education; *Postsecondary Education; *Private School Aid; Private Schools; Program Evaluation; *Proprietary Schools; School Business Relationship; *State Aid; Tuition Grants

IDENTIFIERS- *Florida

Among 15 conclusions and recommendations resulting from the study of Florida State funding of private postsecondary institutions are the following: (1) contracting with independent institutions for existing academic programs should continue to serve the state as a cost-effective and efficient mechanism; (2) the policies and procedures for establishing and monitoring academic program contracts are effective and access to programs is being enhanced; (3) requests for state support for specialized research and development projects at independent institutions should undergo peer review at the state level prior to consideration by the legislature; (4) the legislature should authorize the State Board of Education and Board of Regents to copyright, patent, or otherwise restrict anything that is produced by, or developed in connection with, state-supported projects at independent institutions; (5) the Florida Tuition Voucher Program should be adequately funded, as requested in the budget of the Department of Education, to provide all eligible students the full award amount authorized; and (6) the need-based Florida Student Assistance Grant Program should be adequately funded to provide all students the full amount of award authorized. Appended is an analysis of the Tuition Voucher program for students enrolled during 1988-89. (DB)

ED 320 487 HE 023 570

Utilization of Residence Hall Facilities, Fall 1989 with Trends from Fall 1980.
**State Univ. of New York, Albany. Central Staff Office of Institutional Research.**
REPORT NO.- OIR-9-90
PUB DATE- Apr 90
NOTE- 109p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, New York 12246.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dormitories; Higher Education; Institutional Research; Residential Colleges; State Schools; Trend Analysis; *Use Studies
IDENTIFIERS- *State University of New York

The report on utilization of residence hall facilities consists of detailed data collected in the sixteenth annual survey which was conducted during the fall of 1989. The study includes all State-operated institutions which have residence hall facilities. A listing of these institutions, organized by institutional type, is provided but does not include residence hall facilities available at locally sponsored Community Colleges. Trend data are displayed for each institution, including fall 1989 utilization by institution within institution type, and graphic displays of percent utilization of residence hall facilities. A decrease in actual total utilization and percent utilization from the previous two years is reported. Contains 12 tables of data, 25 graphic charts, and a publications list. (GLR)

ED 320 515 HE 023 609

*Preston, James T., Ed.*
Statistical Profile of Higher Education in West Virginia: Enrollment (Fall 1987, Fall 1988), Degrees Conferred (1987-1988), Faculty Characteristics (Fall 1988), Fiscal Data (1987-1988).
**West Virginia Board of Regents, Charleston.**
PUB DATE- 89
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Degrees (Academic); *Enrollment; Enrollment Trends; Expenditure per Student; *Expenditures; Higher Education; *Income; Operating Expenses; Private Colleges; Public Colleges; Residential Patterns; Sex; Statistical Data; Student Costs; Teacher Salaries
IDENTIFIERS- *West Virginia

Data concerning enrollments, degrees conferred, faculty characteristics, and revenue and expenditures for public and private institutions of higher education in West Virginia are summarized in 4 chapters and approximately 80 tables. Chapter 1 covers enrollment from fall 1979 through fall 1988, by institution, attendance status, sex, residence, and full-time equivalent enrollment. It also indicates regular student fees from 1977 through 1988 by institution, enrollments by level and residence for fall 1987, and enrollments by course taxonomy from summer 1987 to spring 1989. Chapter 2 outlines degrees conferred and teacher certifications awarded during the 1987-88 academic year, as well as 10-year trends in total degrees. It also includes degrees conferred by level, sex, public versus private institution, and academic area of study. Chapter 3 provides data on faculty characteristics and remuneration at public institutions. It focuses on salary, academic rank, highest degree held, age, and tenure. Data for all public institutions and for individual institutions are offered. The final chapter summarizes the financial condition and current operations of the State System of Higher Education for fiscal year 1987-88, with tables on total operating and capital revenue and expenditures, education and general revenue, education and general expenditures, and other revenue and expenditures. (JDD)

ED 320 530 IR 014 433

*Hawkridge, David*
Towards 2000: Informatics in Education. CITE Report No. 72.
**Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.**
PUB DATE- 89
NOTE- 12p.; Centre for Information Technology in Education (CITE) paper presented at the Centenary of the Dundee Institute of Technology (Dundee, Scotland, United Kingdom, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Computer Simulation; Desktop Publishing; *Distance Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Processing; Information Science; Information Technology; Obsolescence; Optical Data Disks; *Printing; Spreadsheets; Staff Utilization; *Teleconferencing
IDENTIFIERS- Dundee Institute of Technology (Scotland)

This paper examines the use of computers and communication technology for the storage, retrieval, dissemination, creation, analysis, and transformation of information. Examples are provided of the use of compact disks for the storage and retrieval of counselling and research information. To demonstrate the role of information technology in information dissemination, applications of computer conferencing for enhancing the tutoring and learning process at the British Open University are reviewed, and the potential of the French Teletel system for educational uses is discussed. Also considered are applications of computer technology in the creation of information through word processing, desktop publishing, and electronic publishing. Electronic spreadsheets, computer simulations, and micro-worlds are then discussed as tools for information analysis and information transformation. It is noted that two of the major obstacles limiting the use of information technology are shortage of qualified and experienced staff and hardware and software obsolescence, and remedies are suggested. Four rationales for information technology in education--social, vocational, pedagogic, and catalytic--are outlined. The paper concludes with a review of the use of information technology at the Dundee Institute of Technology. (5 references) (GL)

ED 320 545 IR 014 460

*Clarke, Fayette; Murphy, Ellen*

Integrating Technology into the Curriculum.

PUB DATE- Mar 89

NOTE- 9p.; Paper presented at the Texas Computer Education Association (TCEA) Conference (9th, Houston, TX, March 5-7, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Software; Elementary Secondary Education; *Integrated Curriculum; *Staff Development; *Teacher Role; Use Studies

Noting a low rate of utilization of computers by content area teachers in their classrooms, this paper argues that classroom teachers are generally unaware of how computers can enhance teaching and learning and of how computers can be integrated into the curriculum. In response, an introduction to both productivity and instructional software is provided, and specific examples of instructional software (drill and practice, tutorial, simulation, educational games, and problem solving software) are described. A nine-step model is also provided to assist teachers who wish to integrate computers into their teaching. Finally, the paper describes five basic computer configurations that can be used in the classroom, noting that the teacher's role changes with each configuration. It is concluded that the training of teachers for technology use must begin now so that they are prepared to integrate computers and other information technologies into their teaching in order to meet the needs of the changing society. (GL)

ED 320 607 IR 053 209

*Gilliland, Donna, Comp.*
Statistics of South Dakota School Libraries, 1986-1987 and 1987-1988.
**South Dakota State Library, Pierre.**
PUB DATE- 89
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; *Learning Resources Centers; *Library Expenditures; *Library Materials; *Library Services; *Library Statistics; Private Schools; Public Schools; *School Libraries
IDENTIFIERS- Bureau of Indian Affairs Schools; *South Dakota

These two reports present statistical information on South Dakota public, Bureau of Indian Affairs (BIA), and private school libraries for the 1986-87 and 1987-88 school years. Data in the following areas are included for both years: enrollment served, total circulation, circulation per capita, book circulation, circulation per volume, interlibrary loan requests, librarian hours per week, hours open per week, total volumes, volumes added, periodical subscriptions, audiovisual materials, adult staff, student assistants, and square footage. The 1987-88 survey also includes information on board-adopted materials selection policies and the availability of interlibrary loan, bibliography, public use, and audiovisual production services. The final section of each report presents financial data on public school libraries: total district expenditures; total library/media expenditure; percentage of budget spent for library/media services; salaries; materials and supplies; purchased services; operating expenditures per capita; library materials per capita, and capital expenditures. Major findings are summarized in the introduction. (MES)

ED 320 634 JC 900 359

*Herder, Dale M.; And Others*
Instructional Quality Assurance at Lansing Community College.
PUB DATE- May 90
NOTE- 90p.; Panel discussion presented at: (1) International Conference on Teaching Excellence (Austin, TX, May 20-23, 1990) and (2) Consortium for Institutional Effectiveness and Student Success (2nd, Toronto, Canada, June 24-26, 1990). Various presenters and discussants.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *College Outcomes Assessment; Community Colleges; *Educational Quality; *Evaluation Criteria; Evaluation Methods; Institutional Evaluation; Institutional Research; *Instructional Improvement; Outcomes of Education; Program Evaluation; Two Year Colleges

Drawing from the experiences of Lansing Community College (LCC), this paper offers a rationale and model for measuring instructional quality. Section I offers background on LCC's efforts to assess the quality of its courses and curricula, and to introduce such quality assurance procedures as computer-based course syllabi, department and program reviews, and telephone surveys of students. After section II lists the tools used to measure instructional quality at LCC (e.g., external accreditation, student and graduate surveys, and standardized student evaluation of instruction), section III enumerates the criteria used in reviewing departments and programs (e.g., clear and results-oriented purpose/mission, course organization and management, external testing results, basic skills of entering students, and class visitation results). Section IV lists incentives and rewards promoting excellence and creativity, including annual distinguished faculty, administrator, and staff awards, and awards for honors and other high achieving students. Finally, section V offers evidence that LCC is effectively fulfilling its role, indicating that the college has a clear, shared, and achievable mission; and that a methodological, logical, and data-based system is used to verify progress toward excellence. The bulk of the paper consists of appendixes, presenting LCC's

strategic goals, and results from the external accreditation review; department/program reviews; telephone surveys of graduates, fall term students, and transfer students; the college-wide course syllabus system; and standardized student evaluations of instruction. (JMC)

ED 320 309 EA 022 008

State Education Initiatives of the Democratic Governors.
Democratic Governors' Association, Washington, DC.
PUB DATE- Feb 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; Educational Policy; Elementary Secondary Education; Excellence in Education; *Policy Formation; Political Affiliation; Political Parties; State Aid; *State Government; State Legislation; State Officials; *State Programs; *Statewide Planning

The educational programs that have been proposed and implemented by Democratic governors in 29 states, Puerto Rico, and the Virgin Islands are briefly outlined in this report. A list of educational contacts for 23 states, Puerto Rico, and the Virgin Islands is included. (LMI)

ED 320 430 FL 018 590

*Berney, Tomi D.; Hriskos, Constantine*
Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness. Project Amreica 1988-89. OREA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 90
NOTE- 30p.
GRANT- G008710397
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arabic; Arabs; *Bilingual Education Programs; Chinese; Chinese Americans; Cultural Background; *English (Second Language); Evaluation Methods; Federal Programs; High Schools; Inservice Teacher Education; *Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; Program Evaluation; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; *Project America NY

Project America provided supplemental instruction in English as a Second Language (ESL); Native Language Arts (NLA); and bilingual instruction in the subjects of mathematics, science, and social studies. The project also provided support services to encourage pride in, and respect for, both ethnic heritage and the American culture. The project served a total of 412 Chinese- and

Arabic-speaking students at two high schools in Brooklyn, New York City. Evaluation results show the project failed to provide NLA for Arabic-speakers and failed to meets its NLA objectives for the Arabic-English bilingual courses. It was decided to drop the Arabic-speaking component for the 1989-90 program cycle. Project America met the career development objective of providing a career conference. Data was not provided for evaluation on the staff development objective concerning awareness of pupils' needs and problems, and on the career development objective that students would meet with a bilingual career specialist at least three times. Project America did not meet its objective concerning staff enrollment in university courses. Data was not provided to assess attendance or parental involvement. (GLR)

ED 320 501 HE 023 590

Bringing Technology to the Issues. Proceedings of the North East Association for Institutional Research Conference (16th, Pittsburgh, Pennsylvania, October 21-24, 1989).

SPONS. AGENCY- North East Association for Institutional Research.
PUB DATE- Oct 89
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Database Design; Educational Planning; Enrollment; Higher Education; *Institutional Research; *Management Information Systems; *Microcomputers; Predictive Measurement; Program Development; Technological Advancement; *Technology

The conference program and the texts of 24 papers presented at the conference are provided in this document. Selected papers include: "The Use of the College Student Experience Questionnaire in Policy and Program Development" (Karen Bauer and Dale Trusheim); "Predicting Freshman Performance as Admissions Criteria" (David Zubrow); "Has the Middle Class Been Pressured Most When Paying for Higher Education? More Evidence" (Yuko Mulugetta and others); "Environmental Scanning Networks: A Collaborative Approach to Strategic Planning" (Frederick Loomis and Louis Fabian); "The

Development of a Performance Indicator System: A New Direction for Enrollment Management" (David Costello); "Prometheus Unbound or Murphy's Law: A Rural Community College's Efforts to Apply Technology to the Enrollment Management Process" (Robert Karp); "Factors Influencing Graduate Student Retention" (Dolores Maney); "Retention--The Role of Institutional Research" (Ellen Armstrong Kanarek); "An Interactive Model for Studying Student Retention" (Robert Glover and Jerry Wilcox); "Implementing a Plan for Distributed Processing" (Richard Rugen); "The Prediction of College Success: The Methodology of a Pragmatist" (Zandra Goldberg Gratz); "Birth Pangs of an Enrollment Plan" (Ann Weeks); "Ensuring Results from the Information Systems Technology: Five Institutional Research Scenarios" (Angela Suchanic); "The Evolution of a Student Tracking System" (Richard Prull); "The Migration of a Data Base Project from a Primitive Personal Computer to a State-of-the-Art System" (Jeane Vinsonhaler and John Vinsonhaler); "Surveys and Computer Advances: Application of Technology to Enhance the Productivity and Impact of the Sample Study in a Small Research Office" (Glen Lum); "Comparing the Earning of Graduates and Withdrawals from an Urban Institute of Technology" (Gerard Walter and Nancy Neville). (JDD)

ED 320 621 JC 900 345

The Power of Student Enrollment.
Saint Petersburg Junior Coll., Fla.
PUB DATE- Jan 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; Educational Finance; *Enrollment; *Enrollment Trends; Financial Policy; *Full State Funding; Full Time Equivalency; School Demography; *Student Characteristics; Two Year Colleges

An increase or decrease in student enrollments has a direct effect on the operating funds provided by the state to community colleges in Florida. For the last 3 years, St. Petersburg Junior College (SPJC) was assigned and funded for a student full-time equivalent (FTE) enrollment of 8,527, including 4,976 Advanced and Professional (associate in arts), 3,056 Postsecondary Vocational (associate in science), 216 Vocational Supplemental, and 279 College Preparatory FTEs. The actual enrollment in 1987-88 was 8,543.6 or 0.2% above the assigned figure, while in 1988-89 the actual FTE enrollment was 9,096.6 or 6.7% greater than the assigned number. Student enrollment was projected to exceed the assigned number by 14% to 15% in 1989-90, which would entitle SPJC to receive an adjustment in funding and to be assigned a higher enrollment figure. In fall 1989, 18,019 students were enrolled at SPJC in degree credit programs. They had the following demographic and academic characteristics: (1) about 60% of the students were female, and 67.76% of the total headcount enrollment attended part time; (2) students in associate in arts programs increased, from 61.8% in 1987 to 65.7% in 1989, while the percentage enrolled in associate in science and certificate programs decreased from 19.9% to 17.7%. (JMC)

ED 320 294 EA 021 965

*Odden, Allan R.; Marsh, David D.*
How State Education Reform Can Improve Secondary Schools. Part I: Study Findings. Policy Analysis for California Education (PACE) Policy Paper.
**Policy Analysis for California Education, Berkeley, CA.**
REPORT NO.- PACE-PC87-12-14-SDE
PUB DATE- Dec 87
NOTE- 38p.; For Part II, see EA 021 793.
AVAILABLE FROM- Publications, School of Education, University of California, Berkeley, CA 94720 ($4.00, payable to the Regents of the University of California).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Policy; Educational Quality; *Excellence in Education; Politics of Education; *Program Implementation; Secondary Education; State School District Relationship; *State Standards

IDENTIFIERS- *California; *Policy Analysis; Senate Bill 813 (California 1983)

In 1983 California enacted a comprehensive bill containing dozens of education reform provisions (Senate Bill 813). A sample of 17 secondary schools was selected in order to understand if a number of state-level education reform features could be implemented locally. The major study findings listed below are described in greater detail in the report: (1) virtually all schools studied implemented key education provisions; (2) the reform provisions can be effective when woven into a cohesive school change strategy at the local level; (3) successful local reform implementation exhibits several key themes, including district leadership; (4) attention to both the substance of curriculum and instruction and the process of school change are associated with higher test scores and better learning conditions for students; (5) students with special learning needs received increased services, but the services were of a type that produced insufficient levels of academic achievement in the past; and (6) sample schools desired to engage in more complex school improvement, but were searching for more effective strategies and assistance to do so. The study also examined the local implementation of several key SB 813 policies and additional state initiatives, including increased high school graduation requirements, model curriculum standards, textbook selection criteria, homework policy, and quality indicators. (MLF)

ED 320 339 EC 231 147

*Kuttner, Donna Holberg, Ed.*
Bridges.
**Oregon Alliance of Advocates for the Mentally Ill, Salem.; Oregon State Dept. of Human Resources, Salem. Mental Health Div.**
SPONS AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Jan 89
NOTE- 154p.
AVAILABLE FROM- Oregon Mental Health Division, 2575 Bittern St., N.E., Salem, OR 97310-0520 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; Communication Skills; *Delivery Systems; Drug Therapy; *Family Involvement; *Institutionalized Persons; *Mental Disorders; Parent Participation; Parent Rights; Psychiatric Hospitals; *Psychiatric Services; Residential Programs; Siblings; Substance Abuse
IDENTIFIERS- Oregon

This publication presents papers and reprints of articles aimed at family members of persons with mental illnesses. After an introductory chapter, the second chapter reviews definitions of mental illness, and discusses what is known about medicating such conditions as well as the relationship of substance abuse to mental illness. The next chapter covers mental illness in a family context, including grieving, sibling reactions, communication skills, and crisis management. A chapter on advocacy groups is more specifically focused on resources available in Oregon. Chapter 5 covers the mental health service system, including a history of public mental health treatment in Oregon and descriptions of residential programs and community programs. Chapter 6 discusses the rights of families and clients, confidentiality, and estate planning. The last chapter covers voluntary and involuntary hospitalization. Appendices include a list of 35 recommended readings and a glossary of terms and acronyms. (PB)

ED 320 577 IR 053 174

*Robinson, Barbara M.*
Costing Question Handling and ILL/Photocopying. A Study of Two State Contract Libraries in New Jersey. Volume I: The Study Process, Findings, and Recommendations.
**New Jersey State** Library, Trenton.
PUB DATE- Jan 89
NOTE- 136p.; For related documents, see IR 053 175-176.
CONTRACT- 7443241
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensation (Remuneration); *Cost Estimates; Interlibrary Loans; *Library Expenditures; *Library Services; Library Surveys; *Models; Reference Services; Reprography; *Staff Utilization

IDENTIFIERS- New Jersey

This report describes the findings of a study conducted for the New Jersey State Library (NJSL) with two major objectives: (1) to determine how much it costs two State Contract Libraries (the Central Library of the Newark Public Library and the Bureau of Law and Reference of the New Jersey State Library) to provide supplemental question handling and interlibrary loan and photocopying services to libraries in New Jersey; and (2) to provide NJSL with recommendations regarding compensation strategies for the next 5 years. The first of nine chapters includes a description of the objectives and phases of the study, the format of the report, and background information. Chapter 2 focuses on the process used to establish working definitions of major services, i.e., reference services, interlibrary loan, and photocopying. Chapter 3 presents a model of question handling which was developed to clarify and define which activities needed to be costed. Chapter 4 describes the data gathering effort. Chapters 5 through 7 focus on the development and implementation of the cost finding model. Chapter 8 reports the results of the cost finding model, and the final chapter presents recommendations, including strategies for compensating the State Contract Libraries. Appendixes include a glossary of terms and copies of two forms developed to profile staff time and the characteristics of reference resources. (61 references) (GL)

ED 320 592 IR 053 191

Colorado State Library and Adult Education Office: 1989 Annual Report.

**Colorado State Library, Denver.**

PUB DATE- 89
NOTE- 32p.; Photographs may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Annual Reports; Higher Education; *Library Development; *Library Education; *Library Services; *Lifelong Learning; *State Aid

IDENTIFIERS- Colorado

Noting the State Library and Adult Education Office's (SLAEO) goals of providing leadership in the adult education and library communities and developing, promoting, and delivering lifelong learning opportunities and library services for the people of Colorado, this annual report highlights the agency's activities in four areas: (1) programs providing services directly to the citizens of Colorado; (2) programs to help all types of libraries develop services to their patrons; (3) programs to help literacy programs provide services to their clients; and (4) special projects to accomplish specific yearly goals. Recent projects accomplished with SLAEO support are described. Among them are the initiation of a new American Library Association (ALA)-accredited graduate program in library science (the Emporia in the Rockies program) in cooperation with Emporia State University of Kansas; funding of a statewide telefax network by the Colorado Council of Library Development; the establishment of the Adult Literacy Commission, which was appointed by the State Board of Education to discuss how best to assist the state's 400,000 illiterate people; and working toward a new building for the Library for the Blind and Physically Handicapped. An organizational chart of the SLAEO and a financial summary for fiscal year 1989-1990 are included. (GL)

ED 320 661 PS 018 815

*Powell, Douglas R.*
Parent Education and Support Programs. ERIC Digests.
**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-90-2
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Programs; *Delivery Systems; *Educational Quality; Federal Programs; *Outcomes of Education; *Parent Education; *Program Effectiveness; State Programs
IDENTIFIERS- ERIC Digests

This digest identifies current programmatic efforts to inform and support parents and briefly reviews research on the effectiveness of parent education and support programs. The discussion of approaches to parent support focuses on parent education programs, the Education of the Handicapped Act Amendments (Public Law 99-457), Head Start, state early childhood programs that center on families, and local, grassroots parent-oriented programs, such as Chicago's Family Resource Coalition. Evaluations of intensive parent- or family-oriented early childhood programs serving low-income populations have found positive short-term effects on child competence and maternal behaviors, and long-term effects on such family characteristics as level of education, family size, and financial self-support. Dimensions of a high quality parent program are discussed. (RH)

ED 320 676 PS 018 861

*Hewes, Dorothy W.*
American Froebelians and Their Understanding of Comenius.

PUB DATE- 23 Aug 90
NOTE- 15p.; Paper presented at the International Standing Conference for the History of Education (12th, Prague, Czechoslovakia, August 23, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Educational History; *Educational Theories; *Kindergarten; North American History; Primary Education
IDENTIFIERS- Comenius (Johann Amos); *Froebel (Freidrich); *Philosophical Influences

An extensive survey was made of personal papers, textbooks, periodicals, and other printed material from the last decades of the nineteenth century to the early years of the twentieth, when the kindergarten movement rose and declined, to answer several questions concerning American Froebelians' cognizance of the influence of Comenius on Friedrich Froebel. Were founders and supporters of the American kindergarten aware of the writings of Comenius? Did they recognize similarities between his philosophy

and that of Frobel? Did Americans leading the Kindergarten Crusade know that Froebel had been influenced by Comenius? If so, did they then acknowledge the indebtedness of the nineteenth century father of the kindergarten to the work of the seventeenth century Moravian scholar? How did their recognition of the relationship between the two systems, or their avoidance of this recognition, affect the kindergarten movement? Findings indicated that the American Froebelians could have been aware of the "central core of thought" which was shared by Comenius and Froebel. It is concluded that an educational system based upon one individual and dependent upon didactic materials, becomes vulnerable, static, and cannot adapt to new challenges and unique problems. Use of the historical approach to integrate new theories into a central core of thought can provide an integraton of systems to stand the test of time. (RH)

ED 320 691 PS 018 881

*Kruse, Janice*
Resources for Teaching Thinking: A Catalog.
**Research for Better Schools, Inc., Philadelphia, Pa.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 539p.; A product of the RBS Research and Development Project.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art; Basic Skills; Creative Thinking; Critical Thinking; Decision Making; *Educational Resources; Enrichment; Guidance; Instruction; *Instructional Materials; Language Arts; Mathematics Instruction; Music; Parent Participation; Problem Solving; Remedial Instruction; Science Instruction; Social Studies; Student Evaluation; *Thinking Skills

Provided are descriptions of 520 resources for teaching thinking skills to students in kindergarten through the fourth year of high school. Each entry includes the title; name of developer; type of material; purpose and use; type of thinking skills addressed; a brief description; the publisher's name, address, and phone number; the cost; order number; and range of grade levels. Each resource is coded for subject area appropriateness in language arts and reading, science, art, guidance, health, mathematics, social studies, history, music, and combinations of subjects. Two indexes provide information on purpose, use, and type of skill. Use categories include assessment, enrichment, instruction, parent involvement, and reinforcement and remediation. Skill categories include basic skills, creative and critical thinking, decision making, and problem solving. Some resources are indicated as especially useful with at-risk youth. (RH)

ED 320 310 EA 022 026

*Zirkel, Perry A.*
Defamation of and by Principals. A Legal Memorandum.
**National Association of Secondary School Principals, Reston, Va.**
PUB DATE- Jun 90
NOTE- 7p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrators; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; *Libel and Slander; *Principals; School Law; *Superintendents
IDENTIFIERS- Common Law

Defamation is a common-law claim for liability that encompasses "libel," which is the written form, and "slander," which is the oral form. School principals can be plaintiffs or defendants in defamation suits. Relevant case law provides illustrations of the various elements of defamation for both roles of the principal. Court decisions involving other school officials, such as superintendents, are included to provide a more complete administrative picture. Unlike lawsuits based upon alleged constitutional violations, defamation suits may be brought against private and public school administrators alike. Advice is offered principals and other administrators regarding their conduct in potential defamation litigation both as plaintiffs and/or defendants. (MLF)

EC

ED 320 325 EC 231 133

*Duncan, Barbara, Ed.; Woods, Diane E., Ed.*
Ethical Issues in Disability and Rehabilitation. Report of an International Conference of the Society for Disability Studies (2nd, Denver, Colorado, June 23-24, 1989).
**Rehabilitation International, New York, N.Y.; World Inst. on Disability, Berkeley, CA.; World Rehabilitation Fund, Inc., New York, NY.**
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-9605554-7-I
PUB DATE- Jun 89
NOTE- 161p.
GRANT- G0087C0227; G0087C2013
AVAILABLE FROM- World Rehabilitation Fund, 400 East 34th St., New York, NY 10016 ($10.00); Rehabilitation International, 25 East 21st Street, New York, NY 10010 (orders from other countries--$20.00, including airmail postage); World Institute on Disability, 510 16th St., Oakland, CA 94612 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bioethics; *Decision Making; *Disabilities; Genetic Engineering; *Moral Values; Premature Infants; Prevention; *Quality of Life; *Rehabilitation; Severe Disabilities

This monograph consists of five parts: (1) introductory material including a conference overview; (2) papers presented at an international symposium on the topic of ethical issues in disability and rehabilitation as a section of the Annual Conference of the Society for Disability Studies; (3) responses to the symposium, prepared by four of the participants; (4) selected additional papers which offer views from perspectives or cultures not represented at the Denver conference; and (5) an annotated international bibliography. Representatives from 10 countries discussed ethical issues and decision making in disability and rehabilitation. Conference papers include: "Genetic Engineering--The New Eugenics? Evolving Medical Attitudes towards the Quality of Life" (Hugh Gallagher); "Description of the Decision-Making Project" (Daryl Evans); "Treatment and Nontreatment Decisions with Respect to Extremely Premature, Very Low Birthweight Infants (500-750g)" (Ernle Young); "Allocation of Resources and Distributive Justice" (John Mather); "Quality Assurance as an Aid to Ethical Decision Making in Disability Management: Lessons from Recent Ethical Issues Involving Disadvantaged Groups in New Zealand" (Peter Gow); "Disability and Ethical Issues: A Point of View from the Netherlands" (Yolan Koster-Dreese); "Who Shall Live or How Shall They Live? Consumer and Professional Perspectives on Treatment/Non-Treatment Decisions" (Joseph Kaufert and Patricia Kaufert); and "Debates across Social Movements on Reproductive Technologies, Genetic Engineering, and Eugenics" (Theresia Degener). Conference commentaries include: "The Meeting of Disability and Bioethics: A Beginning Rapprochement" (Adrienne Asch); "A Plea for More Dialogue: Commentary on Ethics Conference" (Robert Slater); "Healing Our Wounds" (Martha Lentz Walker); "Theories and Values: Ethics and Contrasting Perspectives on Disability" (Harlan Hahn); and "Current Example of Ethical Dilemma" (Susan Lacetti). Selected additional papers include: "High-tech Medicine Is Basic Care" (Frederick Abrams); "Prevention of Disabilities as a Medical Question" (G. Schioler); "The Ethics of Disability Prevention: A Parent's Point of View" (Mrs. J. Baker); "A Reference Matrix for Issues of Life and Personhood" (Mike Miles); "Nazi Scientists and Ethics of Today" (Isabel Wilkerson); "Ethical and Policy Issues in Rehabilitation Medicine (Hastings Center Report)" (Arthur Caplan et al.); and "Differing Approaches to Prevention of Disability and Treatment of Impaired Infants Creates Controversies Worldwide" (Barbara Duncan). (JDD)

ED 320 354 EC 231 163

*Burnette, Jane*
Assistive Technology Design in Special Education. Issue Brief 2.
**Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Apr 90
NOTE- 34p.
CONTRACT- RI88062007
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Electromechanical Technology; Electronic Equipment; *Information Dissemination; *Information Utilization; Linking Agents; Research and Development; Research Utilization; *Technology; *Technology Transfer
IDENTIFIERS- *Office of Special Education Programs

The issue brief discusses technological principles, issues, and design features discovered or used by projects funded by the Office of Special Education Programs (OSEP). Information was obtained from interviews with project directors who were asked about their project experiences, the features and design principles essential to the success of their projects, the problems they encountered, and how these problems could be resolved. After a brief discussion of technology transfer, information is presented according to three major stages in assistive technology development: designing to fit user needs; prototype development, testing, and evaluation; and distribution. Key features of 10 projects contributing to the report are summarized in tabular form and include information on project director and organization, grant or contract period, prototype educational aid, function, functional limitations, and features. An appendix charts accessibility features in relation to user characteristics (such as physical impairments, visual impairments, hearing impairments, or seizure disorders) as well as features to facilitate third party manufacturers for all five disability areas. Name, address, and telephone number of five current OSEP projects promoting the use of assistive technology are also appended. Twenty-eight additional resources are suggested. (DB)

ED 320 369                                                EC 231 183

*Witcher, Ann E.*
The Process of Grief as Experienced by Parents of Children with Handicaps.
PUB DATE- Mar 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anger; Depression (Psychology); *Disabilities; *Emotional Adjustment; *Grief; *Parent Attitudes; Parent Child Relationship; Psychological Patterns

Educators need to understand the grieving process that parents often experience when they learn their child has a handicapping condition. The diagnosis of a handicapping condition may result in a symbolic death--the death of the preconceived "perfect" child, and the death of the parents' plans, hopes, and dreams for that child. The stages of grief as identified by Elisabeth Kubler-Ross can provide structure for addressing the emotional experiences of many parents as they come to terms with having a child who is handicapped. The stages are: denial, anger, bargaining, depression, and acceptance. These stages, as well as initial feelings of shock and the continual need for adjustment, need to be understood by professionals who work with parents of children identified as having handicapping conditions. (DB)

ED 320 384 EC 231 198

*Howard, Dale C.*
The Dark Side of CML: A Look at Expert Systems.
PUB DATE- 26 Apr 90
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Artificial Intelligence; *Computer Managed Instruction; *Disabilities; Educational Philosophy; Elementary Secondary Education; *Expert Systems; Foreign Countries; Futures (of Society); *Special Education

The paper examines implications of the application of computer expert systems in the field of education, particularly special education. The development of expert systems in general is reviewed as are its applications in education as intelligent tutoring systems and in special education in the areas of student classification, teacher education, math teaching consultancy, and language teaching consultancy. The literature on the role of artificial intelligence is then reviewed noting concerns with increasing reliance on technology, the increasing tendency toward technological elitism, possible reductions in human creativity, and the need for man to control technology and not be controlled by it. While noting the contributions of computer managed learning to special education in individualizing learning and recordkeeping, the paper raises questions concerning effects of future more extensive use of artificial intelligence in the teaching and learning process. (DB)

ED 320 399 FL 018 477

*Coupland, Nikolas; Coupland, Justine*
Age Identity and Elderly Disclosure of Chronological Age.
PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Chronological Age; Discourse Analysis; Foreign Countries; Interviews; Linguistic Theory; *Older Adults; Physical Health; Self Disclosure (Individuals)

A study examined the discourse sequences and routines through which older adults disclose their ages to others. Data are drawn from conversations between women, who were asked to "get to know each other," and interviews with 34 women and 6 men in an elderly day care center. The second source group was used only to support the distribution evidence from the first group. Disclosure of chronological age (DCA) occurred in 75% of the intergenerational conversations and in 80% of the elderly interviews. In the intergenerational conversations, the older participant generally disclosed her age first, and in the interviews, the older adult generally disclosed age early in the interaction, and often in response to questions about health. From the analysis of DCA discourse contexts, it is concluded that elderly DCA can be treated as functional and strategic. What particularly seems to distinguish early age-related discourse is the multiple-layering of identity and "face" considerations. Face can also be lost during DCA sequences. It appears that DCA offers an opportunity for elderly individuals to evaluate, within conversation, where they stand developmentally. (MSE)

ED 320 415 FL 018 493

*Schatz, Henriette F.*
Analyzing English Lexical Elements in the Language of Dutch Immigrants in the United States.
PUB DATE- 88
NOTE- 11p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Code Switching (Language); *Dutch; *English (Second Language); Foreign Countries; *Immigrants; Language Research; *Linguistic Borrowing; Linguistic Theory; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Language Contact; United States

A study investigated the general occurrence of English lexical elements in the recorded speech of 285 Dutch pre-World War I immigrants and their descendants in Massachusetts, Iowa, and Wisconsin. The problems encountered in analyzing a massive data corpus and the methods used to resolve these problems are the focus of the paper. The difficulties of defining code-switching versus borrowing as contrasted with other language contact phenomena are first discussed; next the process of narrowing and operationalizing the characateristics of code-switching is described; and finally it is shown how these characteristics will be applied in computerized form to the data. Results from the "code-switching marker" analysis, used for both single and multi-word items, suggest that the phenomena attending occurrence of English elements can be an important source of information in code-switching analysis, particularly for multi-word elements, and that the categories of analysis must be refined further to determine loan items. Criteria of frequency of occurrence across speakers must be an important additional source of information in code-switching analysis because loans are by definition part of the vocabulary of the speech community as a whole and must occur in the speech of more than a single speaker. Overall, investigation of code-switching and borrowing is seen as complex. (MSE)

ED 320 445 FL 018 656

*Uber, Diane Ringer*
Stress-Timing, Spanish Rhythm, and Particle Phonology.
SPONS. AGENCY- Rutgers, The State Univ., New Brunswick, N.J. Research Council.
PUB DATE- Dec 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America ( Washington, DC, December 27-30, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cubans; Interviews; Intonation; Language Research; *Phonology; *Pronunciation; *Spanish; *Stress (Phonology); Vowels
IDENTIFIERS- *Particles (Grammar)

Data was collected from 45-minute conversational interviews of 20 Cubans, who arrived in the United States in 1980, to analyze vocalic processes in Cuban Spanish. Four vocalic processes found in Cuban Spanish (raising and devoicing of unstressed vowels, lengthening of stressed vowels, and diphthongization of stressed mid vowels) were examined. Vowels are considered to be composed of three elementary particles: "a" (aperture), "i" (palatality), and "u" (labiality). Raising is characterized as an instance of decay, in which an aperture particle is lost. Devoicing is described as the addition of the "devoicing" punctuator "o" beneath particles. Lengthening is characterized by the repetition of a particle following the "space" punctuator. Finally, diphthongization, an instance of fission, is represented by the addition of a tonality particle, with the "half-moon" punctuator to indicate non-syllabicity, after the "space" punctuator. In addition, these vocalic processes are related to recent studies in experimental phonetics, which suggest that a length difference is emerging between stressed and unstressed syllables, thus calling into question the traditional classification of Spanish as a syllable-timed language. Contains 29 references. (GLR)

ED 320 460 FL 800 162

A Survey of Newly Legalized Persons in California.
**Comprehensive Adult Student Assessment System, San Diego, CA.**
SPONS. AGENCY- California State Dept. of Education, Sacramento. Amnesty Education Office.; California State Health and Welfare Agency, Sacramento. Office of Educational Liaison.
PUB DATE- 89
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship; Demography; Educational Attainment; *Employment Patterns; *English (Second Language); Federal Programs; Health Services; *Immigrants; Language Proficiency; Literacy; Physical Health; Research Methodology; State Programs; State Surveys
IDENTIFIERS- *Immigration Reform and Control Act 1986

A survey was conducted to learn more about the population of immigrant amnesty applicants in California, which comprises 55% of the population nationwide applying for legalization through the Immigration Reform and Control Act of 1986. Findings are reported separately, in most cases, for immigrants who have resided in the United States since before 1982 and for special agricultural workers, because of demographic differences between the groups. Data reported include the following: (1) demographic profiles of the applicants, including age, immigration patterns, marital status and household composition, and housing costs; (2) patterns of application for legalization, status of legalization, citizenship intention, and family members' status; (3) education and English language proficiency as they relate to legalization requirements, including language test scores, class attendance patterns, child care during attendance, language use outside of the home, and sources of educational services; (4) employment patterns and occupations; (5) health information, including self-reported health status, injuries and disabilities, exercise patterns, height and weight statistics, health insurance coverage, access to and use of physician, dentist, and other health care services; and (6) use or non-use of selected government programs. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 320 561    IR 014 477

*Hoelscher, Karen J.*
Bridging the Classroom and the Real World: A Videodisc Implementation Study at Harvard Law School.
PUB DATE- Apr 90
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Tables (p.44-51) contain small blurred type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Formative Evaluation; Higher Education; *Interactive Video; Intermode Differences; Interviews; *Legal Education (Professions); Observation; Questionnaires
IDENTIFIERS- *Orienting Instruction

This study examined how first-year law students developed a civil rights case using an open-ended interactive videodisk ("Litigation Strategies"), which uses a visual and textual database to complement the traditional curriculum by simulating the experience of a junior partner in a law firm. An implementation and formative evaluation examined the use of two types of orienting instruction: (1) unguided (i.e., general instructions and a statement of the task); and (2) guided (i.e., instructions, task statement, and a list of case development strategies). Twenty pairs of second-semester Harvard Law students volunteered to participate. Student pairs were randomly assigned to guided or unguided orienting instruction to develop the case. After 90 minutes, they specified three criteria for a legal complaint: plaintiff(s), defendant(s) and cause(s) of action. Data collection involved direct observation, online tracking of usage patterns, post-use completion of the legal complaint, an individual post-use questionnaire, and a post-use structured interview. Data analyses addressed students' pathways through the case, the relationship between mode of use and performance on the complaint, and the relationship between mode of use and student perceptions of their experience. Results indicate that while both guided and unguided student pairs used a variety of effective case development strategies, guided pairs were more likely to produce superior legal complaints than unguided pairs. Additional orienting instruction was desired by 70% of the unguided pairs as well as by 40% of the guided pairs. (25 references) (GL)

ED 320 608 IR 053 213

*Preston, Nancy R., Comp.*
The 1979 and 1991 White House Conferences on Library and Information Services. Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 7p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Federal Programs; Government Role; *Information Needs; *Information Services; *International Cooperation; *Library Services; *Lifelong Learning; *Literacy; Professional Occupations

The 15 citations in this bibliography were selected through a computer search of the Educational Resources Information Center (ERIC) database. Documents and journal articles featured here pertain to the first and second White House Conferences on Library and Information Services (the second conference was originally proposed for 1989). The annotated citations are presented in roughly sequential order under three subheadings: (1) For the 1979 Conference (including citations related to library and information services for personal needs, lifelong learning, organizations and the professions, effectively governing society, and international understanding); (2) Following the 1979 Conference (including citations reporting on the progress made toward implementation of 55 of the 64 resolutions adapted at the 1979 conference); and (3) For the 1991 Conference (including citations which explore library and information services for productivity, literacy, and democracy). (GL)

ED 320 648 JC 900 376

*Banks, Debra L.; Colby, Anita*
Organizing Institutional Research in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-JC-89-04
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *Administrative Organization; College Planning; Community Colleges; Consortia; *Institutional Research; *Intercollegiate Cooperation; *Models; School Effectiveness; Self Evaluation (Groups); State Programs; Two Year Colleges
IDENTIFIERS- ERIC Digests

Accountability has been a developing issue for community colleges for the past several years. Demands that two-year colleges provide evidence of the achievement of their goals has placed a heavy burden on institutional research offices. A number of organizational models have been used by community colleges in carrying out the research function, including on-site operations at the college or district level, collaborative efforts involving a consortium of colleges, and state-level coordination of research projects. Determining the most effective organizational model for integrating research into college operations depends upon the college's size, organizational complexity, available resources, research expertise, and commitment to institutional research. Four exemplary institutional research models are provided. (JMC)

Postsecondary Campus Security: Report and Recommendations of the Postsecondary Education Planning Commission: 1990--Report 6.
**Florida State Postsecondary Education Planning Commission, Tallahassee.**
PUB DATE- 90
NOTE- 59p.; Appendix B contains smudged type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Campuses; Crime; Crime Prevention; Higher Education; Organizational Communication; Personnel Selection; *Postsecondary Education; *School Safety; *School Security; *Security Personnel; Staff Development; State Programs; State Standards; Violence
IDENTIFIERS- *Florida

Among 17 conclusions and recommendations of a study on current policies and procedures related to campus safety at Florida institutions of higher education are the following: (1) there is a need for an expanded definition or additional category of crime for recording incidents involving students, either as victims or perpetrators, that occur in locations adjacent to the campus grounds; (2) a single representative statewide organization is needed to represent the security needs and concerns of the state's public and independent colleges and universities; (3) statewide minimum standards should be established for the employment and training of campus security officers; (4) all postsecondary institutions should establish a communications process to enable administrators to inform members of the campus community about security policies and procedures and to receive feedback; and (5) to increase the likelihood of student cooperation, campus administrators should involve students in decisions that affect their safety and security. After a discussion of postsecondary campus security from a national perspective, specifics of campus security in Florida are examined (e.g., residence hall security, campus crime statistics, sanctions for illegal drug use). Appended are a campus security questionnaire, a paper on achieving reasonable campus security, and a checklist for campus security. Contains 10 references. (DB)

ED 320 488 HE 023 571

*Chambers, Gail S.; Cummings, William K.*
Profiting from Education. Japan-United States International Educational Ventures in the 1980s. IIE Research Report Number Twenty.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- Japan - U.S. Friendship Commission, Washington, D.C.; United States-Japan Foundation.
REPORT NO.- ISBN-87206-183-3
PUB DATE- 90
NOTE- 180p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); Financial Support; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange; Program Development; Resource Allocation; *Student Exchange Programs
IDENTIFIERS- *Japan; *United States

The Institute of International Education outlines the forces behind the new wave of international cooperative ventures in higher education and the challenges they pose through a systematic focus on the Japan-United States transactions. Focus is placed on two prototypes: (1) U.S. accredited institutions setting up a cooperative venture in Japan to offer U.S. accredited courses, and (2) Japanese institutions setting up either a cooperative venture or an autonomous institution in the United States to offer courses that will receive credit in Japan. Chapter 1 describes differences in beliefs which can lead to reactions of dismay and resistance for these new cooperative ventures. Chapter 2, in tracing the evolution of the new ventures, points to their positive elements as well. Chapter 3 discusses some of the typical problems that emerge during negotiations. Chapter 4 examines the performance to date of these institutions in realizing their educational objectives. Chapter 5 takes up issues concerning the use of public resources and the protection of public purposes in higher education. Chapter 6 reviews of the accreditation process as it applies to international cooperative ventures. Chapter 7 offers some reflections on the challenges posed by the new arrangements. Contains 94 references. (GLR)

*Arciniega, Tomas A.*
The Challenge of Developing Effective Strategies To Recruit and Retain Ethnic Minority Faculty.

PUB DATE- 26 Mar 90
NOTE- 30p.; Presented at the California Community Colleges Faculty and Staff Conference (San Diego, CA, March 26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; American Indians; Blacks; *College Faculty; *Employment Practices; Equal Opportunities (Jobs); Ethnic Distribution; *Ethnic Groups; Faculty Integration; Higher Education; Hispanic Americans; Minority Groups; *Minority Group Teachers; Recruitment; Search Committees (Personnel); *Teacher Selection

The underrepresentation of Hispanics, Blacks, and American Indians on school and college campuses is a serious and complex problem. New initiatives are needed to increase the number of minority students prepared for university study and to ensure that they receive the assistance necessary to enroll and remain in college. One aspect of this initiative should be the recruitment and retention of ethnic minority faculty, staff, and administrators. In the recruitment process: (1) the stated priorities of the campus mission statement should be considered; (2) search committees must take a proactive posture in searching out ethnic minority candidates; (3) the position description should be carefully written; and (4) a member of the search committee should be named the affirmative action advocate. The search committee should keep in mind that affirmative action candidates often do not have as long an experience trail as other candidates, but bring to the position special ethnic strengths and resources. Special efforts for recruiting and retaining minority faculty are described. (JDD)

ED 320 531 IR 014 434

*Mason, Robin*

The Use of Computer-Mediated Communication for Distance Education at the Open University, 1988. CITE Report No. 56.

**Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.**

PUB DATE- Sep 88

NOTE- 48p.; Centre for Information Technology in Education.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Computer Assisted Instruction; *Computer Networks; *Distance Education; Foreign Countries; Higher Education; Information Technology; *Integrated Curriculum; *Microcomputers; Open Universities; Teacher Role; *Teleconferencing

IDENTIFIERS- *Computer Mediated Communication; *Open University (Great Britain)

This paper gives an account of the use of the CoSy conferencing system in an introductory information technology course at the British Open University in 1988. A discussion of the integration of the CoSy system into the existing curriculum is followed by descriptions of the conferencing environment and the interface to CoSy. Profiles of students and teachers involved with the course are also provided. The nature and amount of use of the CoSy system are then examined in light of eight original expectations regarding convenience, increased access to help, equal access, CoSy as a new learning medium, social needs, the conceptual model of conferencing, technical difficulties, and variations in moderating styles. Both quantitative and qualitative data are presented for each of these areas. The paper concludes with a final evaluation of the data from four perspectives: (1) the value of computer-mediated communication for students; (2) the implications of its use for tutors; (3) the integration of this medium into the Open University's distance learning package; and (4) the impact of computer-mediated communication on the organization of the university. Appendixes include an electronic campus map; demographic data; and data on students' past experience with computer-mediated communication and their level of use of the technology during the course. (GL)

ED 320 546 IR 014 461

*Clinton, Janeen S.*
Instructional Technology Adaptive/Assistive Devices.
**Palm Beach County Board of Public Instruction, West Palm Beach, Fla.**
PUB DATE- 87
NOTE- 277p.; Sections H, I, and J pertain only to Florida, and were removed from ERIC's copy by the author.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; Learning Modules; *Microcomputers; Parents; Postsecondary Education; Staff Development

This training module was developed in order to help teachers, parents, administrators, and other educational personnel to understand the problems and difficulties encountered by learners with disabilities trying to access microcomputers. The main body of the module describes hardware considerations and strategies for increasing microcomputer access, focusing on specific impairments (including autism, emotional handicaps, hearing impairments, mental handicaps, physical impairments, and learning disabilities), and utilizing a variety of adaptive devices. Activities are provided on such topics as modifying input/output accessibility and the utilization of speech output, touch-sensitive devices, speech input (as an alternative to the keyboard), and adaptive firmware cards and switch controls. Objectives, materials specifications, preparation guidelines, detailed procedures, and lists of recommended resources are included for each activity. Also included are a variety of supplementary handouts and overhead transparencies. (GL)

ED 320 635 JC 900 360

Application and Enrollment Patterns of Transfer Students, Fall 1989. Report Number 6-90.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Jun 90
NOTE- 708p.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *College Transfer Students; Community Colleges; Enrollment; *Enrollment Trends; Higher Education; *State Universities; Student Mobility; Two Year Colleges; Two Year College Students
IDENTIFIERS- *New York; *Reverse Transfer Students

This report presents the results of the 20th annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY). The report includes data on transfer students moving from two-year colleges to other two-year colleges, from senior institutions to two-year colleges, and from two-year to senior institutions. The data are presented in the following sections: (1) institutional summary tables, which provide data on headcount enrollments and educational background of transfer students, both systemwide and by individual institution; (2) coordinating area summary tables; (3) distribution of transfer students by location and type of prior institution; (4) students that have transferred from other SUNY institutions; (5) students that have transferred from other New York institutions; (6) transfer students from outside New York State; (7) transfer trends pertaining to enrollment, associate degrees, and institution types; (8) undergraduate admissions tables; and (9) associate degrees granted by SUNY two-year colleges. Report highlights indicate that a total of 30,937 transfer students enrolled in SUNY in fall 1989, continuing a trend of relative constancy in transfer enrollments over the past 9 years though the distribution of transfers between two- and four-year colleges has been changing. (WJT)

ED 320 295 EA 021 970

*Desmond, Cheryl T.*
The Effects of Paternalism Upon an Industrial Community's Participation in Schooling.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Capitalism; *Community Leaders; *Economic Factors; Economic Impact; Elementary Secondary Education; Entrepreneurship; Labor Conditions; Labor Relations; Modernization; *Politics of Education; *School Business Relationship; School Community Relationship; Socioeconomic Influences; Working Class

The influence of paternalism upon a community's school district participation is discussed in this historical case study. Interviews and historical research explore the impact of the "welfare capitalism" of the Endicott Shoe Corporation and International Business Machines on Harrison City, New York, from 1890 through the present. An analysis of the history of recurring community deference to paternalistic leadership in Harrison City indicates the power and ability of this leadership model to satisfy community needs in the educational and economic systems. Just as characteristics of paternalistic leadership varied with each leader, community deference or resistance to paternalism fluctuated with changes in social, political, economic, and emotional community structures. Findings of the study document patterns of active community resistance. Community deference accorded to paternalistic leadership depended upon the degree to which the leader was able to successfully transform a work or educational ideology into a positive community ethos. The complexities of this reciprocal relationship contribute to either public deference and loyalty or public resistance and possible usurpation of the paternalistic leader. (10 references) (LMI)

ED 320 340                                    EC 231 148

Southeast Augmentative Communication Conference (10th, Birmingham, Alabama, October 20-21, 1989).
**United Cerebral Palsy Association of Greater Birmingham, AL.**
PUB DATE- Oct 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Assistive Devices (for Disabled); Cerebral Palsy; *Communication Aids (for Disabled); Communication Skills; Computer Uses in Education; *Developmental Disabilities; Elementary Secondary Education; Head Injuries; *Mental Retardation; *Nonverbal Communication; Preschool Education; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Augmentative Communication Systems

This collection presents papers from the 1989 Southeast Augmentative Communication Conference. Papers include: "The Augmentative Communication Pre-School Program: Consultation Model" (Barbara Armstrong); "Affect and Its Communication In the Closed Head Injury Population While Using Augmentative Communication Devices" (Banajee, Sands and Schwery); "Strategies for Augmentative Communication Techniques in the Classroom" (Linda Burkhart); "Augmentative Alternatives" (Yolanda Evans and Audrey Lane); "A Whole-Aided Language Approach: Educational Teamwork Which Incorporates Language, Computers, Play, and Early Readiness Skills into a Story Framework" (Pati King-DeBaun and Kelly Lampman); a brief autobiographical sketch by Thomas Kramer (who has severe mental retardation); "Getting the Word Out to Those in the Trenches" (David Krolikowski); "Assistive Technology: Creating a Parent Network" (Andi Lennon and Pam Harden); "Augmentative Communications for the Post-Lingual, Nonverbal Adult" (Melissa Mahone); "Topic Setting: Generic and Specific Strategies" (Caroline Ramsey Musselwhite); "Reducing Learned Dependency in Potential and Early Augmentative Communication Users" (Lynn Sweeney); "Using Communication Technology with the Severely/Profoundly Cognitively Handicapped" (a case study by Gail Van Tatenhove); "Communication Techniques for the Quadriplegic Patients with High Spinal Cord Injury" (Carolyn Wiles Watkins); and "Use of Augmentative Communication Techniques in a Preschool Language Program" (Diane Williams). (PB)

ED 320 370 EC 231 184

*Storey, Keith; Horner, Robert H.*
Comparing Social Interactions in Supported Employment Options.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 90
NOTE- 44p.
CONTRACT- 023BH0009
AVAILABLE FROM- Keith Storey, University of Pittsburgh, Western Psychiatric Institute and Clinic, Early Childhood Intervention Program, 3811 O'Hara St., Pittsburgh, PA 15213-2593.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Employer Employee Relationship; Employment Programs; Interaction; Interaction Process Analysis; *Interpersonal Communication; Interpersonal Relationship; *Severe Disabilities; *Social Integration; *Supported Employment; Time on Task

Direct observation procedures were utilized in assessing the social interactions of 37 adults with severe disabilities in 18 employment programs, representing 3 different supported employment contexts (individual, enclave, and work crew). The data gathered focused on: (1) job engagement time; (2) extent of interaction with work supervisor, human service supervisor, nonhandicapped co-worker, handicapped co-worker, or other; (3) type of interaction (receiving, providing, or requesting assistance; receiving or providing instruction; receiving or providing social amenities; receiving or providing compliments; receiving or providing criticism; receiving or providing teasing; or work conservation); and (4) the job task, setting variables, and inappropriate behaviors. Results indicated that workers in individual and enclave employment sites had significantly more contact with nondisabled persons than workers in work crews, but there was no difference in the social contact rate between workers in individual jobs and those in enclaves. There was a wide variation in the amount of interaction with nondisabled persons in the different individual and enclave sites, but little difference in the type of interactions across the three different work options. Includes 48 references. (JDD)

ED 320 431 FL 018 593

*Cowan, Cheryl; And Others*
Situations Two.
**Colorado State Dept. of Education, Denver.**
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; Daily Living Skills; Instructional Materials; *Process Education; Secondary Education; Second Language Instruction; *Second Language Learning

This guide presents a set of instructional materials that facilitate process learning of second languages. The guide consists of introductory information, and a series of situations to be used as classroom language use exercises. These situations allow the student to use the language being studied while learning it. The situation topics include leisure time, daily activities, food, possessions, places, and descriptions. In the classroom, students are generally paired, and one student is asked to respond to a specific situation, addressing the other student. Variations on that procedure are also suggested. The exercises are intended to be graded based on practice, effort, and creativity. The situations are designed to facilitate oral work but can be used to stimulate written work as well. (MSE)

ED 320 502 HE 023 591

*Hauptman, Arthur M.; Merisotis, Jamie P.*
The College Tuition Spiral: An Examination of Why Charges Are Increasing.
**American Council on Education, Washington, D.C.; College Board, New York, NY.**
REPORT NO.- ISBN-0-02-897187-6
PUB DATE- 90
NOTE- 120p.
AVAILABLE FROM- Macmillan Publishing Co., 866 Third Ave., New York, NY 10022 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; *Educational Economics; Higher Education; Income; Inflation (Economics); *Student Costs; Student Financial Aid; *Trend Analysis; Tuition

Rapid increases in college charges for tuitions, fees, and other costs of attendance are analyzed, through an examination of national data sources and case studies of individual institutions. Chapter 1 offers an overview of trends, assesses the causes of increasing college charges, and offers directions for additional research. Chapter 2 explores in more detail the major explanations for the rise of college charges, including: (1) colleges face increasing prices, (2) increased tuitions are paying for expanded services, (3) nontuition revenue sources are contracting, (4) student aid leads institutions to raise their charges, (5) competitive pressures have led to tuition increases, and (6) the decline in the traditional college-age group may be a crosscutting factor. Chapter 3 outlines future prospects for college tuition increases. The report concludes that a number of factors contribute to the college cost dilemma, and that distinctly different reasons and patterns emerge for the different sectors of higher education. Appendices contain basic data on trends in college charges and expenditures, and an annotated bibliography of 38 studies, reports, and data sources concerning college costs and prices. (JDD)

ED 320 578 IR 053 175

*Robinson, Barbara M.*
Costing Question Handling and ILL/Photocopying. A Study of Two State Contract Libraries in New Jersey. Volume II: Annexes.
**New Jersey State Library, Trenton.**
PUB DATE- Jan 89
NOTE- 128p.; For Volumes I and III, see IR 053 174 and IR 053 176.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensation (Remuneration); *Cost Estimates; Interlibrary Loans; *Library Expenditures; *Library Services; Library Surveys; *Models; Reference Services; Reprography; *Staff Utilization; Tables (Data)
IDENTIFIERS- *New Jersey

This report contains annex materials from a study conducted for the New Jersey State Library (NJSL) with two major objectives: (1) to determine how much it costs two state contract libraries--the Central Library of the Newark Public Library and the Bureau of Law and Reference of the New Jersey State Library--to provide supplemental question handling and interlibrary loan and photocopying services to libraries in New Jersey; and (2) to provide NJSL with recommendations for compensation strategies for the next 5 years. The annexes bring together back-up material, including preliminary tables from the contract libraries, which provide an audit trail for those who are interested in retracing the steps involved in gathering and refining the data for the study. Also included are reports prepared by the staff at the Newark Public Library and at the Bureau of Law and Reference characterizing their collections based on the conceptual framework applied during the study process. (GL)

ED 320 593                    IR 053 192

*Hoffman, Gary M.; Marcou, George T.*

Curbing International Piracy of Intellectual Property. Policy Options for a Major Exporting Country.

**Northwestern Univ., Washington, DC. Annenberg Washington Program in Communication Policy Studies.**
PUB DATE- 89
NOTE- 40p.; International Piracy Project of the Annenberg Washington Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Electromechanical Technology; Foreign Countries; *Intellectual Property; *Laws
IDENTIFIERS- *Piracy

This report of the International Piracy Project addresses three major topics: (1) The Costs and Complications of Piracy; (2) Rights Enforcement Today; and (3) Policy Options for Curbing Piracy. The first section discusses piracy of copyrights, patents, and other intellectual property, including economic losses and damage to the finances and reputation in the communications and information industries, and gives several examples of cases where copyright enforcement is extremely difficult. International systems of protection are described in the second section, including recent U.S. antipiracy laws and private-sector initiatives. A dozen policy options for the public and private sectors to consider are presented in the third section for the Executive Branch, Congress, international organizations, and the private sector. Actions suggested include the following: (1) demonstrate how intellectual property protection benefits developing nations; (2) monitor the effectiveness of U.S. Trade Representative actions; (3) strengthen enforcement of intellectual property rights; (4) establish a presidential commission to analyze U.S. policy and establish mechanisms for implementation; (5) hold congressional oversight hearings; (6) expand criminal penalties for piracy in new media technologies; (7) increase efforts of global organizations and establish worldwide minimum standards; (8) standardize requirements and sanctions for enforcement overseas; (9) expand private international organizations' initiatives; (10) involve local creative industries abroad; (11) set prices at levels affordable for foreign consumers; and (12) establish educational programs. An executive summary and commentaries by the panel are also provided. Relevant materials from the Business Software Association, the International Intellectual Property Alliance, and the Motion Picture Association of America are appended. (MES)

ED 320 622 JC 900 346

# Evaluation of the College for Kids Program.

Saint Petersburg Junior Coll., Fla.
PUB DATE- Jun 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; Elementary School Students; Extended School Day; *Parent Attitudes; *Participant Satisfaction; Program Evaluation; Student Characteristics; *Summer Programs; Two Year Colleges

St. Petersburg Junior College's (SPJC's) College for Kids program was initiated in fall 1981. Over the years, the program evolved from an afterschool program for gifted students into a summer program suitable for all students from ages 6 through 12. The program operates between 8:30 in the morning and 2:30 in the afternoon for 9 or 10 weeks, with extended care available until 5:30 in the afternoon at several locations. Students may attend for 1 week, all 10 weeks, or any combination of weeks, and engage in hands-on creative activities under the supervision of state certified elementary school teachers. During fall 1989, the 1,534 parents of the previous summer's participants were surveyed regarding their satisfaction with program management, program curriculum, teacher attitudes, student-teacher interaction, and student enjoyment. Study findings, based on a 38.9% response rate, included the following: (1) 64.2% of the respondents indicated that this was the first summer that their children had attended, and only 11.3% of the summer 1989 participants had attended three or more summers; (2) overall, participants attended the program 3 weeks or less; (3) the most effective recruitment tool was the program brochure mailed directly to the home; (4) 78.9% indicated an intention to send their children to College for Kids again in summer 1990; (5) the majority of the students were male (52.7%), attended public school (79.4%), and were aged 6 through 8 years (61.3%); (6) at least 70% of the parents expressed satisfaction with the program curriculum, balance of activities, teacher's attitude, discipline, program challenge, and student enjoyment; and (7) 25.4% of the parents regularly used the extended care option. (Author/JMC)

ED 320 662 PS 018 816

Guidelines for Family Television Viewing. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-90-3
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Family Problems; Guidelines; *Parent Responsibility; *Parent Role; *Programing (Broadcast); Social Action; *Television Commercials; *Television Viewing; *Violence
IDENTIFIERS- ERIC Digests

This ERIC digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A recent study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 320 677 PS 018 862

A Survey of Private Home Day Care in Ontario, 1988.
Norpark Computer Design, Inc.
SPONS. AGENCY- Ontario Ministry of Community and Social Services, Toronto. Child Care Branch.
REPORT NO.- ISBN-0-7729-5840-8
PUB DATE- Jul 89
NOTE- 129p.
AVAILABLE FROM- Ministry of Community and Social Services, 700 Bay Street, 9th Floor, Toronto, Ontario M7A 1E9, Canada.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agencies; Comparative Analysis; Coordination; Early Childhood Education; *Family Characteristics; *Family Day Care; Foreign Countries; *Home Visits; *Program Costs; *Program Effectiveness; Standards; Surveys
IDENTIFIERS- Ontario; *Program Characteristics; Program Quality; User Characteristics

As part of an effort to describe the operation of private home day care (PHDC) programs in Ontario, and to compare current findings with those of a 1981 survey, four surveys of PHDC in Ontario were conducted. Objectives of the survey were to: (1) provide an overview of PHDC agencies' organizational structures, program objectives, and clients served; (2) provide a cost comparison of PHDC agencies involving provider rates, operating costs and sources of funding; (3) describe characteristics of home visitors, providers, and families using services; (4) assess the extent to which Ministry of Community and Social Services (MCSS) standards for PHDC were accepted by agencies, providers, parents, and MCSS staff; (5) assess the degree of consistency between current MCSS expectations and assumptions regarding PHDC services and those held by PHDC agencies, providers, and parents; (6) identify the factors which may inhibit program use and expansion, and factors which would contribute to a more effective and efficient delivery of the PHDC program. After an introductory chapter, chapter 2 outlines the methodology used in the four surveys. Chapters 3 through 6 contain detailed findings from the agency, provider, parent, and home visitor questionnaires. Chapter 7 outlines major themes emerging from the study and from previous research regarding the PHDC program. Appendix A contains financial information from PHDC agencies. Data tables appear throughout the document. (RH)

ED 320 692                    PS 018 882

*Word, Elizabeth; And Others*
Student/Teacher Achievement Ratio (STAR) Tennessee's K-3 Class Size Study. Final Summary Report 1985-1990.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Cost Effectiveness; Educational Practices; Educational Strategies; Grade Repetition; Inservice Teacher Education; Primary Education; *Research Methodology; *School Location; State Programs; Teacher Characteristics; Teacher Effectiveness; *Teacher Student Ratio; Teaching Skills
IDENTIFIERS- *Project STAR; *Tennessee

This document provides the final summary report of Tennessee's primary school class size study, called Project STAR. Sections of the report concern: (1) background; (2) organization to conduct the study; (3) sample selection; (4) data collection plan and data base; (5) general operating guidelines; (6) teacher orientation; (7) study design; (8) choice of within-school design; (9) selection into the three conditions; (10) modifications in study design; (11) primary analysis methodology; (12) achievement results; (13) noncognitive results; (14) acheivement results based on effect size; (15) the effect of small classes on grade retention; (16) the effect of inservice teacher training on student achievement; (17) teacher grouping practices; (18) parent/volunteer-teacher interaction; (19) teacher problems; (20) teacher exit interview data; (21) the impact of reducing class size on cost effectiveness; (22) estimates of the magnitudes of the differences for kindergarten through grade three; and (23) conclusions. A fact sheet on the study emphasizes that the smaller classes made the highest scores on the Stanford Achievement Test and Basic Skills First Test in all four years (K-3) and in all locations (rural, suburban, urban, and inner-city). Teachers must have particular characteristics and possess certain skills for class size reduction to be optimally cost effective. Thirteen tables supplement the text. (RH)

ED 320 311 EC 231 118

*Lombardi, Thomas P.; And Others*
Special Education and Students at Risk: Findings from a National Study.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Conference of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Disabilities; Elementary Secondary Education; Handicap Identification; *High Risk Students; Instructional Effectiveness; *Intervention; *Mainstreaming; Outcomes of Education; Special Education; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- Phi Delta Kappa

The study, based on data from the Phi Delta Kappa national study of 22,018 elementary and secondary students, investigated four questions: (1) what percentage of students enrolled in regular classes possess known categorical special education labels? (2) how many of these students could also be considered to be at risk for failure in school and/or life? (3) how often is special education used as an intervention strategy for at-risk students? and (4) how effective is special education as an intervention strategy? All students were enrolled in regular fourth, seventh, or tenth grade classes. The study found 2,179 students identified as special education students, of whom approximately 64% were categorized as learning disabled. Application of a scale of 45 factors contributing to risk showed that about 63% of special education students met the criterion of being at risk as contrasted to 22% of the regular education population. The data also indicated that principals (N=276) and teachers (N=9,652) view special education as one of the more appropriate and effective intervention strategies for use with at-risk students. Contains 11 references. (DB)

ED 320 355    EC 231 164

*White, Carolyn C.; And Others*
Persons with Mental Retardation and Related Conditions in State-Operated Residential Facilities: Year Ending June 30, 1988 with Longitudinal Trends from 1950 to 1988. Project Report #30.
**Minnesota Univ., Minneapolis. Center for Residential and Community Services.**
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Dec 89
NOTE- 82p.
GRANT- 07DD0282/02
AVAILABLE FROM- Center for Residential and Community Services, Institute on Community Integration, University of Minnesota, 207 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Children; Demography; *Institutionalized Persons; Longitudinal Studies; *Mental Retardation; Public Sector; Residential Care; *Residential Institutions; Residential Programs; *State Programs; Statistical Data

This report presents annual basic descriptive and longitudinal population statistics on people with mental retardation and related conditions in state-operated residential facilities in the United States. Part I presents data on numbers of persons with mental retardation and related conditions, including first admissions, readmissions, releases, deaths, and cost of care. Part II presents statistics on characteristics of persons living in public residential facilities in 1987, such as resident movement, level of retardation, age distribution, medical conditions, activities of daily living, instrumental activities of daily living, and employment status. Part III puts 1988 statistics in the longitudinal context of data gathered since 1950 on state institution populations, resident movement, and costs of care. Facilities are categorized by size and whether or not persons with disabilities other than mental retardation reside there as well. An executive summary analyzes trends in the data. Includes 37 references. (PB)

ED 320 385                                EC 231 199

*Hafenstein, Norma Lu*
The Relationship of Intellectual Giftedness, Information Processing Style, and Reading Ability in Young Gifted Children.
PUB DATE- Apr 90

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Cognitive Processes; Intelligence; Psychological Characteristics; *Reading Ability
IDENTIFIERS- *Highly Gifted

The study examined relationships among information processing style, intellectual giftedness, and reading ability in 38 young (ages 4-6) gifted children. The children were given the Stanford Binet intelligence test, the Kaufman Assessment Battery for Children and the Peabody Individual Achievement Test. Findings indicated that: (1) intellectual giftedness is related to information processing in young gifted children, specifically in the area of simultaneous processing; (2) intellectual giftedness and reading ability are related in this population but not predictive; (3) sequential processing appears to be related to reading recognition, while simultaneous processing has a closer relationship to reading comprehension; and (4) significant differences were identified between gifted and highly gifted young children (based on IQ) in intellectual giftedness and reading ability. Contains 12 references. (DB)

ED 320 400 FL 018 478

*Coveney, Aidan*
Pragmatic Constraints on Interrogatives in Spoken French.

PUB DATE- 88
NOTE- 12p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *French; Interpersonal Communication; *Language Patterns; Linguistic Theory; *Oral Language; Pragmatics
IDENTIFIERS- *Interrogatives; Wh Questions; Yes No Questions

An investigation of interrogative structures in French examined the extent to which variation in the structure of the questions was conditioned by their function. Data are drawn from a corpus containing 177 yes/no questions and 117 WH- questions. Findings suggest the following: (1) in identifying the communicative function of interrogatives, it is necessary to use concepts of discoursal/conversational function in addition to illocutionary forces; (2) in yes/no interrogatives, SV is the unmarked variant, ESV being used notably when no response is expected, and for politeness; and (3) in WH- interrogatives, linguistic and discoursal constraints appear to outweigh other pragmatic factors. By way of caution, it is noted that the simultaneous presence of many different factors indicates that it is not always clear what the principal factors motivating the speaker's choice of structure are on a particular occasion. (MSE)

ED 320 416 FL 018 494

*Smith, Marion; Lloyd, Barbara*
Linguistic Measures of Developing Social Gender Identity.
PUB DATE- 88
NOTE- 13p.; In: York Papers in Linguistics 13. Selected papers from the Sociolinguistics Symposium; see FL 018 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Child Language; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Primary Education; *Sex Differences; Sexual Identity; *Social Development; Sociolinguistics; *Stereotypes

The recognition of linguistic stereotypes based on gender and actual speech production were examined in 10 four-year-old and 10 six-year-old children. Eight linguistic forms were presented to the children in two different contexts in a story. After each sentence containing one of the forms, the children were asked whether a boy or girl had spoken, and occasionally asked to explain that choice. Analysis of the transcribed story-telling and responses show that affect was the strongest explanation for gender-marked items. Six-year-old boys appear to make judgments more in line with adult gender stereotypes. Assumptions about the kind of explanation associated with gender-marked items were largely borne out. However, it was not clear whether children fit their explanations to their choices in some cases, or chose in terms of their explanations, which represented their understanding of the event. Results were found to be congruent with earlier research on children's development of social gender identities. (MSE)

ED 320 446 FL 018 657

*Harrington, Michael; Sawyer, Mark*

Working Memory in L2 Reading: Does Capacity Predict Performance?

SPONS. AGENCY- California Univ., Santa Cruz.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Advanced Students; Cognitive Measurement; *Correlation; *English (Second Language); Foreign Countries; Higher Education; Language Acquisition; Language Research; *Memory; Performance;

*Predictive Measurement; *Reading Ability; Second Language Learning
IDENTIFIERS- International University of Japan

A study was conducted at the International University of Japan to see if second language (L2) working capacity correlates with L2 reading ability in advanced English-as-a-Second-Language (ESL) learners. The study consisted of a set of memory tests (Simple Digit, Simple Word, and Complex Span Test) and a set of measures of reading skills given to 32 students, with similar educational backgrounds, who were attending the university. Analyses of the data acquired from the various tests suggested a correlation between L2 working memory capacity and reading ability. Additionally, it was found that the L2 Complex Word Span measure correlated with measures of L2 reading skills, particularly the Test of English as a Foreign Language reading score and, thus, can serve as a useful measure in L2 reading development. It was established that if the working memory construct is to be of explanatory value in L2 (or L1) research, it will be necessary to demonstrate a causal, non-circular relationship between working memory capacity and the development of reading skills. The ultimate usefulness of the construct will depend on the degree to which working memory capacity can be established independent of the level of proficiency. In order to address this issue, converging evidence from multiple measures of working memory capacity and reading skill are needed. Contains 21 references. (GLR)

ED 320 517 HE 023 611

*Cunningham, James J.; Kang, Jonghun*
Selected Korean Students' Perceptions of Adjustment Problems in American Higher Education.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *Ethnic Groups; *Foreign Students; Higher Education; Sex Differences; *Student Adjustment; Student Characteristics
IDENTIFIERS- *Koreans; Texas

The study investigated adjustment problems of 197 Korean students at 4 universities (3 urban and 1 non-urban) in Texas during the 1989-1990 academic year. Findings showed that students seemed to adjust relatively well to American higher education, but were still struggling to adjust in financial, communication/language, and social/cultural areas. Female students seemed to perceive the verbally related adjustment problems as more difficult than male students. Length of stay in the United States and geographic location were significant factors in adjustment level. The variables of age, academic classification, religion, and family status did not seem to be significant adjustment factors. Recommendations are made for further study. Includes 14 references. (JDD)

ED 320 547 IR 014 462

*Naden, Dave*
Office of Impact Aid Computer System: Feasibility Study.

**Decision Resources Corp., Washington, DC.**
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 89
NOTE- 139p.
CONTRACT- 300-86-0094
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer System Design; Database Management Systems; *Data Processing; Feasibility Studies; Federal Government; *Information Systems; Local Area Networks; Microcomputers; Needs Assessment; *Public Agencies; Specifications
IDENTIFIERS- Mainframe Computers

This feasibility study of the computer system of the Department of Education's Office of Impact Aid (OIA) was conducted to (1) assess the capabilities, as well as the drawbacks, of the current system and the other components of OIA's data processing activities; and (2) explore alternative computer systems, based on available technology and current needs of the program, which would enhance effective management and operation of the Impact Aid program. The first section of this report provides a description of the Office of Impact Aid and its current data system. The requirements for an alternative data system are discussed in the second section. The third section discusses the key factors that must be considered for a new system, and proposes two alternative systems, one a mainframe-based database management system, and the other a mainframe/microcomputer system with a local area network. Finally, the fourth section outlines the steps that should be followed in implementing an alternate computer system. Diagrams and attachments are appended to provide further clarification. (GL)

ED 320 562 IR 014 478

*Hummel, Thomas J.*
Coached, Interactive Computer Simulations: A New Technology for Training.

PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; *Expert Systems; Instructional Design; *Interaction; Menu Driven Software; Pilot Projects; *Skill Development
IDENTIFIERS- *Intelligent Tutoring Systems; *Knowledge Representation

This paper provides an overview of a prototype simulation-centered intelligent computer-based training (CBT) system--implemented using expert system technology--which provides: (1) an environment in which trainees can learn and practice complex skills; (2) a computer-based coach or mentor to critique performance, suggest improvements, and provide a role model; and (3) a help facility accessible from within the simulation to teach concepts and prescriptions using traditional CBT to deliver content and evaluate mastery. The first section describes the system, which was written in Turbo Prolog and runs on IBM PC compatible computers, noting that it incorporates two databases--one to capture the expert performance information required by the "coach," and the other for the simulation itself. A description of a user interaction with the system is then given which highlights the use of the program's "situation" and "response" windows and its menu system. It is noted that while the prototype demonstrated the feasibility and utility of this approach to interactive computer simulations, it also underscored the difficulties involved in accessing the kinds of rules required to structure knowledge bases in most fields and in working with two interacting knowledge bases rather than one. Future steps which are noted include measures to address these difficulties and to develop a graphics-based user interface. Diagrams of a sample help menu and of situation and response windows are provided. (GL)

ED 320 693 PS 018 883

Health Services for the School-Age Child, 1989 and Supplement.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 215p.
AVAILABLE FROM- Documents, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Child Abuse; Disease Control; Elementary Secondary Education; Emergency Programs; Guidelines; Health Education; *Health Services; Immunization Programs; Program Descriptions; *Program Development; *Program Implementation; Record Keeping; Screening Tests; Special Health Problems; Standards; State Programs; Teacher Role
IDENTIFIERS- Emergency Medical Services; Medication; *Oregon; *Program Characteristics

The purpose of these two publications is to help Oregon school districts develop and implement health services programs for students in preschool through grade 12. Section 1 of the primary text provides an overview of the school health program in terms of the state standard for health services, development of a school health services program, and health promotion. Section 2 describes general provisions of school health programs, including a positive learning environment, health counseling, the keeping of health records, health education, and guidelines for school-based clinics. Section 3 details provisions of school health programs in the areas of health appraisal, emergency health care plans, immunization, communicable disease control, medication, child abuse, and children with special health care needs. Each topical section begins with a statement of the school administrator's responsibility regarding the area of concern. The publication includes: (1) a copy of the Oregon School Health Record form and guidelines for completing it; (2) a copy of Oregon's Certificate of Immunization Status; (3) a chart of 32 common communicable diseases that includes information on symptoms, incubation period, mode of transmission, period of communicability, minimum exclusion time, and preventive measures; and (4) the Oregon Health Division's guidelines for schools with children who have Hepatitis B Virus or Human Immunodeficiency Virus infections. The supplement includes: (1) sample forms and letters which can be reproduced or adapted as needed; (2) information that was too lengthy to be included in the primary text; (3) a list of national and local health resource agencies; and (4) checklists, including a student's self-assessment checklist for anorexia nervosa and bulimia and the Taylor Hyperactivity Screening Checklist. A topical index groups contents in these categores: accident, allergies, anorexia nervosa/bulimia, asthma, blood pressure, clinics, dental, diabetes, exclusion, head injury, head lice, health intervention, hearing, hyperactivity, medically at risk, medication, neglect and abuse, physicals, scoliosis, seizures, stings, tuberculosis, and vision. (RH)

ED 320 707 PS 018 903

*Corsini, David A.; Caruso, Grace-Ann*
High Quality Family Day Care: Financial Considerations.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Comparative Analysis; Costs; Early Childhood Education; *Educational Finance; Educational Quality; *Family Day Care; Fees; Financial Support; Foreign Countries; *Models; Program Implementation; Public Schools; *School Supervision; Teacher Education; Teacher Salaries
IDENTIFIERS- Connecticut; Denmark; *Supervised Family Day Care

The expenses and sources of income for two supervised family day care (SFDC) systems in Denmark, where SFDC is the national family day care model, are compared with two supervised systems in Connecticut, where SFDC is rare, as in the United States generally. SFDC differs from family day care in general by the systematic involvement of trained child care specialists, or supervisors, who are responsible to a particular group of providers, parents, and children. It is argued that SFDC, a model associated with high quality services, should become the model for family day care sponsored by the public schools and social service agencies and/or could be used as a model to train independent family day care providers for certification. After a description of SFDC, discussion explores: (1) financial considerations; (2) expenses of operating the supervisor model, including payment to providers, program support, and administrative costs; (3) sources of income for the supervisor model, including parent fees, government funds, and private funds; (4) provider earnings; (5) a prototypic structure and sample budget for one cluster of SFDC homes involving one supervisor and 11 providers; and (6) three options for funding the prototype system, including options in which parent fees cover all costs, a sponsoring agency absorbs indirect costs, and training funds cover program support and indirect costs. (RH)

ED 320 720 RC 017 565

*Clouser, Rodney L.*
Education: A Solution for Rural Poverty? Staff Paper 350.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Southern Agriculture Economic Association Meeting (Nashville, TN, February 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Educational Strategies; *Education Work Relationship; Policy Formation; *Poverty; *Role of Education; Rural Areas; *Rural Education; Secondary Education

This paper presents an overview of poverty in rural America, and examines the ways in which improved education could alleviate rural poverty. The question of education as a mechanism to reduce poverty includes issues of economic demand and supply. On the demand side, labor market projections indicate that the service sector will continue to grow, while manufacturing and trade sectors decline in relative importance. Most entry level positions will require at least a high school education, whereas management positions will require a college degree. On the supply side, there are few differences in quality between rural and urban schools, the major exception being narrower curricula in rural districts. However, school-based inputs are not the only determinants of educational attainment. Cultural inputs, related to home and community resources, are also important, and these resources are lacking in poor homes and poor communities. Suggested educational strategies to reduce poverty include dropout prevention programs; early identification and intervention for at-risk students; curricula and activities structured to promote student success; lower teacher-student ratios, particularly in the primary grades; greater use of educational technology in rural schools; provision of books and simple school supplies to poor households; and adult education. It is unlikely that land grant institutions will contribute to reducing rural poverty through applied educational research. This paper contains 16 references and tables about high school dropout percentages in north Florida counties and employment growth in the United States. (SV)

ED 320 733 RC 017 584

*McDonald, Dennis; And Others*
Stuck in the Horizon: A Special Report on the Education of Native Americans.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 2 Aug 89
NOTE- 16p.; Introduction by M. Sandra Reeves.
AVAILABLE FROM- Education Week/Editorial Projects in Education Inc., 4301 Connecticut Ave., N.W., Suite 250, Washington, DC 20008 (1-25 copies, $2.00 ea., 26-50, $1.50 ea., over 50, $1.00 ea.).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- Acculturation; American Indian Culture; *American Indian Education; Biculturalism; Cultural Education; Educational History; *Educational Trends; Elementary Secondary Education; *Federal Indian Relationship; *High Risk Students; *Politics of Education; *Public Schools
IDENTIFIERS- Bureau of Indian Affairs Schools; Cultural Relevance; *Tribally Controlled Education

This special newspaper edition is a collection of articles based on a journalist's interviews with American Indian educators in urban public schools, Bureau of Indian Affairs schools, and tribally controlled school districts. The introduction, entitled "The High Cost of Endurance" outlines the high risk status of Native American children, discusses the diversity of American Indian tribes and American Indian education, and suggests that American Indian education must focus on survival. "Education: The First Condition" reviews the history of American Indian education since the white man's arrival and describes current trends and issues in the Federal Government-Indian relationship. "From 'No Power' to Local Power?" discusses the issue of Indian control over Indian children's public school education; cites recent court cases involving discriminatory hiring of teachers, unfair treatment of Indian students, and violations of voting rights in school board elections; describes the success story of the tribally controlled Zuni Public Schools; and examines the problems of inexperienced tribal governments, low priority of Indian programs at the state level, and dwindling federal funding. "Indian People Just Want To Be Themselves" outlines Indian educators' struggle to devise an instructional model that meets both the academic and cultural needs of Indian students; describes opposition to bicultural education in some Indian communities; and discusses bilingual education, American Indian learning styles, and traditional teaching methods. (SV)

ED 320 747 RC 017 604

*Amado, Melissa*

Hispanic Businesses in Tucson since 1854. Working Paper Series No. 14.

Arizona Univ., Tucson. Mexican American Studies and Research Center.
REPORT NO.- ISSN-0732-7749
PUB DATE- Jul 88
NOTE- 31p.
AVAILABLE FROM- Mexican American Studies and Research Center, University of Arizona, Douglass Building Room 315, Tucson, AZ 85721 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Employment Patterns; Entrepreneurship; Ethnic Studies; *Hispanic Americans; *Local History; *Mexican Americans; Occupational Mobility; *Ownership; Social History; Social Mobility; Sociocultural Patterns
IDENTIFIERS- *Arizona (Tucson); *Family Businesses; Ownership Patterns

Hispanic business ownership has existed in Tucson, Arizona since before 1854, when legislation allowed the federal government to acquire the city and surrounding territory. Ranching and agriculture were primary sources of income for early Hispanic settlers but they also were able to diversify into other economic sectors. As Hispanics became integrated into American society, minority business ownership patterns changed. Starting in the 20th century, Mexican Americans tended to operate mostly service industry businesses, such as barber shops and grocery stores. There were a few Hispanic lawyers and doctors, but their numbers were small in comparison to the growing Mexican-American and Anglo populations. The Great Depression of the 1930s negatively affected the agriculturally oriented Hispanic families. By the 1940s, more Mexican Americans and Anglos were arriving, looking for employment. By the 1980s, the trend toward service-sector jobs was evident in Tucson. Most of the 20 Hispanic entrepreneurs interviewed for this study were first- or second-generation Tucsonians. The pioneer Hispanic families were no longer at the forefront of business opportunities. Instead, some of the offspring from these families were attracted to other enterprises. Current Hispanic owners' indecision as to whether they want their children to enter the family business indicates the possibility that some of these establishments may someday change hands. A continuing cycle of Hispanic "latecomers" operating businesses may develop in the Tucson area, resulting in the possible lack of a solid economic base for the Hispanic business community. (Author/TES)

ED 320 761 SE 051 449

*Howe, Robert W.; Disinger, John F.*
Environmental Education that Makes a Difference--Knowledge to Behavior Changes. ERIC/SMEAC Environmental Education Digest No. 4, 1988.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-12
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitudes; *Behavior Change; Concept Formation; *Curriculum; *Educational Improvement; Elementary School Science; *Elementary Secondary Education; *Environmental Education; Program Descriptions; Secondary School Science; *Teaching Methods
IDENTIFIERS- ERIC Digests

Goals and objectives of many state and local environmental education programs have included developing students with knowledge, skills, positive attitudes and motivation to take action, to prevent and to resolve environmental problems. This digest describes variables involved in developing responsible environmental behavior and some teaching approaches and materials that have been effective in achieving this goal. Implications for educators are discussed. A list of 13 selected references is included. (CW)

ED 320 777 SE 051 524

*Buydos, John F., Comp.*
Earthquakes and Earthquake Engineering. LC Science Tracer Bullet.
**Library of Congress, Washington, D.C. National Referral Center for Science and Technology.**
REPORT NO.- TB-89-8
PUB DATE- Oct 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *College Science; *Earthquakes; *Earth Science; *Engineering Education; Geology; Higher Education; *Reference Materials; Secondary Education; Secondary School Science; *Seismology

An earthquake is a shaking of the ground resulting from a disturbance in the earth's interior. Seismology is the (1) study of earthquakes; (2) origin, propagation, and energy of seismic phenomena; (3) prediction of these phenomena; and (4) investigation of the structure of the earth. Earthquake engineering or engineering seismology includes the study of the behavior of foundations and structures, materials used in their construction in response to earthquakes, and techniques that lessen the effects of earthquakes on structures. This publication lists relevant sources of information on earthquakes, seismology, and earthquake engineering. Listed in this bibliography are (1) introductory materials, (2) subject headings, (3) basic texts, (4) additional titles, (5) specialized titles, (6) handbooks, (7) bibliographies, (8) government publications, (9) conference proceedings, (10) abstracting and indexing services, (12) journals, (13) representative journal articles, (14) technical reports, (15) selected technical reports, (16) selected materials, and (17) additional sources of information. (CW)

ED 320 792 SO 020 778

*Litevich, John A., Jr.*
Popular Music as a Learning Tool in the Social Studies.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- 82
NOTE- 52p.; Faint, reduced-size type will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *History Instruction; Instructional Materials; Lesson Plans; *Music; *Popular Culture; Resource Materials; Secondary Education; *Social Studies; Songs; *Teacher Developed Materials; United States History

This teaching guide reflects the belief that popular music is an effective tool for teachers to use in presenting social studies lessons to students. Titles of songs representative of popular music from 1955 to 1982 are listed by subject matter and suggest a possible lesson to be used in teaching that particular issue. Subject areas listed include: alcohol (drugs), black people, crime, death, despair, discrimination, divorce, drugs, ecology, elderly, fads and fashions, Indians, infidelity, philosophy, poverty, prostitution, protest songs of the 1960s, rebels, religion, rock and roll (an early history), United States history, Vietnam, women, working class, and youth (problems). An appendix listing numerous other songs in each category is included, as is a brief bibliography. (DB)

ED 320 807                                    SO 020 897

*Roberts, Nigel, Ed.*
Agricultural Extension in Africa. A World Bank Symposium.
**World Bank, Washington, D. C.**
REPORT NO.- ISBN-0-8213-1195-6
PUB DATE- 89
NOTE- 106p.
AVAILABLE FROM- World Bank, 1818 H Street, NW, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Economic Development; Higher
  Education; Modernization; *Research and Development; Research
  Projects; *Rural Development; *Rural Extension
IDENTIFIERS- *Africa (Sub Sahara)

The contributors to this document compare the main approaches to agricultural extension in sub-Saharan Africa; the cost-effectiveness in view of precarious national budgets; the weaknesses of the system for generating technology; the difficulties in forging productive partnerships between researchers, extensionists and farmers; the ineffective public services and fragile institutional networks; and the degree to which farmers are allowed to participate in extension management. The articles include: (1) "Agricultural Extension and Its Linkage with Agricultural Research" (D. Pickering); (2) "The Commodity-Driven Approach of the Cotton Companies" (G. Mahdavi); (3) "The Extension System of British-American Tobacco (Kenya) Limited" (F. N. Kimani); (4) "The World Bank and the Training and Visit System in East Africa" (N. Roberts); (5) "A Few Questions on the Training and Visit Method" (D. Gentil); (6) "The Design of T&V Extension Programs for Small Farmers in Ethiopia" (A. Dejene); (7) "Proposals for a New Approach to Extension Services in Africa" (G. Belloncle); (8) "Village Associations and Agricultural Extension in the Republic of Mali" (B. Sada Sy; M. Yero Bah); (9) "On-Farm Research with a Farming Systems Perspective" (M. Collison); (10) "The Farming Systems Approach and Links between Research and Extension" (N. Okigbo); (11) "The Farming Systems Approach in Senegal" (J. Faye); (12) "Extension under East African Field Conditions" (J. R. Morris); (13) "Public Investment in Africa's Extension Services" (J. Howell); and (14) "New Developments in Agricultural Extension" (M. Baxter). A reference list of 95 items is appended. (NL)

ED 320 823 SO 020 949

*Ottenheimer, Laurence*
Japan: Land of Samurai and Robots. Young Discovery Library Series: 11.
REPORT NO.- ISBN-0-516-08276-0
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 950-961. Illustrated by Michelle Nikly.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Area Studies; Art; *Cultural Awareness; Cultural Context; Cultural Differences; Cultural Images; Elementary Education; Foreign Countries; Global Approach; *History Instruction; Instructional Materials; Library Materials; *Social Studies; Writing Skills
IDENTIFIERS- *Japan; Trade Books

Part of an international series of amply illustrated, colorful, small size books designed for children ages 5 to 10, this volume talks about Japanese culture, modern life style, geography, music, arts, sports, and traditions. There is a brief description of how Japanese children learn to read and write. Japanese hot baths, school books, the Japanese flag and money, and the manner in which the Japanese eat are shown through pictures. Japanese holidays, religions, and agriculture are discussed. The Japanese martial arts and other sports like sumo, kendo, and kyudo are defined and illustrated. Definitions of some Japanese words like fouton, kimono, obi, origami, ikebana, tatamis, and bonsai are given. Examples of the Japanese alphabet are illustrated and accompanied by English translations. The book closes with a three line example of Japanese poetry (Haiku). (YAO)

ED 320 841 SO 030 003

An Inventory of Human Rights Teaching Materials = Repertoire du Materiel Pedagogique Relatif aux Droits de la Personne.

**Manitoba Dept. of Education, Winnipeg.; Manitoba Human Rights Commission, Winnipeg.**

PUB DATE- 89
NOTE- 159p.
LANGUAGE- English; French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Elementary Secondary Education; Foreign Countries; Handicap Discrimination; Instructional Materials; Library Materials; Multicultural Education; Racial Discrimination; Resource Materials; Sex Discrimination; *Social Bias; Social Discrimination; Social Studies; Stereotypes
IDENTIFIERS- Manitoba

This document is an inventory designed to help educators more efficiently locate resources for teaching about human rights in the classroom. The types of materials identified in this document include: teaching units and guides, reference books, multi-media kits, filmstrips, tapes, video cassettes, supplementary curricular materials, and other bibliographies. In order to compile the inventory, the major teaching libraries in the province of Manitoba were surveyed. The source libraries are listed alphabetically, and library materials are classified according to the following topics: general information about human rights; stereotyping, prejudice and discrimination--general; discrimination--disability; discrimination--race; discrimination--sex/gender; and multicultural education. In the description of each item, the author is generally followed by the title, place of publication, publisher or producer and year of publication or production, when information is available. A brief description of the content of each item also is included. An index, divided into English and French, lists all titles included in the inventory along with the library or libraries where the material is located. (DB)

ED 320 856 SP 032 099

Smoking Cessation. Program Evaluation Handbook.
IOX Assessment Associates, Culver City, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88
NOTE- 130p.; For the other titles in this series, see SP 032 101-105 and SP 032 107.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitude Measures; *Evaluation Criteria; Evaluation Methods; *Program Evaluation; *Psychometrics; Questionnaires; *Smoking
IDENTIFIERS- *Smoking Cessation

Intended as a resource for individuals wishing to evaluate smoking cessation programs, this handbook, one in a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to smoking cessation programs. Chapter 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 contains the measures designed to be used in the evaluation and design of smoking cessation programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief statement on the purpose of the assessment instrument, as well as the procedures for administering, scoring, and analyzing the resulting data. Chapter 4 describes how technical appraisals of the handbook's measures can be carried out. The three appendices contain lists of amplified content descriptors for use in updating the information in the guide, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 872 SP 032 395

*Diessner, Rhett; And Others*
Curriculum for a Democratic School.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Curriculum Development; *Democratic Values; Elementary Education; Hidden Curriculum; Parent School Relationship; *Participative Decision Making; Peer Teaching; *Policy Formation; Student Participation; Teacher Administrator Relationship; Tutoring

At Orchards Elementary School (Idaho), curriculum inquiry is focusing on the nature of a democratic school. As democracy is more of a process than a specific content, the Orchards faculty have concentrated more on changes in methods of delivering curriculum than on changing specific items of curriculum. Questions of worth and value have all circulated around the concept of "shared decision making," which is the central ideal of the multifaceted restructuring efforts that have occurred during Orchards' involvement in the Mastery in Learning Project. From initial focus on faculty autonomy/decison making and student discipline, the faculty is moving towards democracy and shared decision making within their classrooms, involving students in curriculum decisions, playground arbitration, and other aspects of their school lives. (Author)

ED 320 887 SP 032 441

*Parks, Janet B., Ed.; Zanger, Beverly R. K., Ed.*
Sport & Fitness Management: Career Strategies and Professional Content.
REPORT NO.- ISBN-0-87322-269-5
PUB DATE- 31 May 90
NOTE- 277p.
AVAILABLE FROM- Human Kinetics Books, Dept. 514, Box 5076, Champaign, IL 61825-5076 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Education; *Athletics; Career Choice; *Career Development; Higher Education; *Managerial Occupations; Physical Education; *Physical Fitness; Recreational Activities; Textbooks

This textbook provides a comprehensive introduction to the field of sport management. An introductory chapter gives the definition and direction of sport and fitness management. Part 1 describes sport and fitness management careers. The 12 chapters deal with the professional options: intercollegiate athletics, professional sport, facility management, campus recreation programs, community-based sport, sports information, sport marketing, sports journalism, sports club management, physical fitness industry, athletic training and sports medicine, aquatics management, and consulting and entrepreneurship. Each chapter describes the area of specialization, skills required for a management position, career opportunities, duties of personnel, professional organizations, professional publications, references or suggested readings, and learning activities. Part 2 explains how to develop professional skills, including career planning and professional style. Part 3 summarizes the area of professional content that makes up sport and fitness management within the context of American culture. Topics in Part 3 include 20th-century sport history, sport psychology, sport sociology, sport philosophy and social responsibility, history of management thought, organizational behavior, and the future of sport and fitness. (JD)

ED 320 903 SP 032 469

*Paine, Lynn*
Orientation towards Diversity: What Do Prospective Teachers Bring? Research Report 89-9.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 30p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; *Divergent Thinking; Education Majors; Higher Education; *Individual Differences; Preservice Teacher Education; Social Attitudes; Socialization; *Teacher Attitudes; *Teacher Characteristics; Teacher Motivation; Teaching Methods

This paper draws on baseline data from the National Center for Research on Teacher Education to examine the approaches to learner diversity held by prospective teachers participating in five U.S. teacher education programs. Four layers of meaning given to the concept of diversity are proposed: individual, categorical, contextual, and pedagogical views of differences. In surveys and interviews with prospective teachers, it was found that individual and categorical views predominate, with psychological orientations and an emphasis on the individual underlying most of the responses. These beginners value ideals of equality and fairness but have difficulty envisioning concrete pedagogical means towards supporting these goals. Dilemmas that have shaped much of American educational history pose problems for these prospective teachers. These findings raise methodological and conceptual puzzles and hint at implications for teacher education practice. (Author)

ED 320 918 TM 014 983

*Falk, C.; And Others*
Maslowian S[illegible]
PUB DATE- 8o
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Factor Analysis; Higher Education; Individual Development; Psychology; *Rating Scales; *Self Actualization; Self Evaluation (Individuals); *Test Construction; Test Validity; Theory Practice Relationship
IDENTIFIERS- *Maslowian Scale

The development of the Maslowian Scale, a method of revealing a picture of one's needs and concerns based on Abraham Maslow's levels of self-actualization, is described. This paper also explains how the scale is supported by the theories of L. Kohlberg, C. Rogers, and T. Rusk. After a literature search, a list of statements was generated representing the three levels of the Maslow theory of self-actualization: (1) fundamental; (2) psychological; and (3) self-actualization. Psychology students (n=62) were asked to place each statement at one of these levels or as "does not fit." Four statements from each of the levels were placed on the scale, which was administered to 87 adult friends of the students. Factor analysis identified construct factors. Concurrent validity was established with three external instruments. Predictive validity and face validity were also investigated. The profile revealed by the Maslowian Scale indicated where a subject stood on the journey to self-actualization. The relationships between the scale and the theories of Kohlberg, Rogers, and Rush are identified. Five figures and two tables provide study data. Appendix A contains the Maslow Matrix, and Appendix B provides the Maslowian Scale. Appendices C through F give supporting information. (SLD)

ED 320 932 TM 015 151

*Green, Suzy A.*
Power Analysis in Repeated Measures Analysis of Variance with Heterogeneously Correlated Trials.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Correlation; Data Analysis; Effect Size; *Estimation (Mathematics); *Test Interpretation
IDENTIFIERS- Heterogeneity of Variance; *Power (Statistics); *Repeated Measures Design

The issue of power in exploratory single group repeated measures analysis of variance is explored under the condition of heterogeneous correlations across the repeated measures trials. Tables developed from 13 real and hypothetical data sets (70 cells) show how well both univariate and multivariate power is estimated under a variety of conditions of non-sphericity and effect sizes. It was shown that a reasonable estimate of power could be obtained based on the mean off-diagonal population correlation and J. Cohen's (1965) estimate of effect size for a one-way analysis of variance. It was recommended that researchers base their estimates of this mean population correlation on what they know about their instrument's test/retest reliability under treatment conditions. One data table and nine figures are included. One appendix lists the sources of the data sets, and another appendix provides a computer program for estimating power. (Author/SLD)

ED 320 946 TM 015 216

*Des Marchais, Jacques E.; And Others*
Theory-Guided Design of a Rating Scale for Program Evaluation in Problem-Based Medical Curricula.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For a related document, see TM 015 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; *Curriculum Evaluation; Factor Analysis; Foreign Countries; Higher Education; Medical Schools; *Medical Students; *Program Evaluation; *Rating Scales; *Research Design; *Test Construction; Test Reliability; Test Validity; Theory Practice Relationship
IDENTIFIERS- *Problem Based Medical Curriculum; Quebec

The design and evaluation of a rating scale for program evaluation in problem-based medical curricula are described. The design process was guided by a theory of how students learn in problem-based learning as modeled by W. H. Gijselaers and H. G. Schmidt (1988). The rating scale was used in an evaluation of a new problem-based, community-oriented curriculum at the University of Sherbrooke in Quebec (Canada). A 46-item rating scale was constructed using problem-based learning theory. After each unit of the curriculum, the rating scale was administered to the 95 students in the first year of the new curriculum. Construct validity was tested by factor analysis. The internal consistency of the scale and interrater reliability were assessed. Criterion validity was investigated through a regression analysis. The 10 subscales of the rating scale appeared to cover the most relevant constructs of the problem-based approach. Subscales generally demonstrated sufficient internal consistency and interrater agreement, but criterion validity was rather low, which is attributed to the way student achievement was measured. This theory-guided approach to program evaluation contrasts sharply with procedures emphasizing "bottom-up" construction of a rating scale. Five tables present study data. (SLD)

ED 320 960 TM 015 267

*Bridgham, Robert G.*
Improved Prediction, for Medical Students with Low MCATS, of Indices of Preclinical Performance.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Records; *College Entrance Examinations; Grade Point Average; Grades (Scholastic); Higher Education; *Interviews; Low Achievement; *Medical Students; Performance Factors; *Predictor Variables; Scores; Student Evaluation; Student Motivation
IDENTIFIERS- *Medical College Admission Test; National Board Examinations; *Preclinical Performance

The purpose of this study was to explore the value of variables beyond undergraduate grades and admission test scores in predicting success in the preclinical curriculum of the College of Human Medicine of Michigan State University (East Lansing). Subjects included about 93 students with relatively low scores on the Medical College Admissions Test (MCAT). Admissions folders were located for students who entered the University between 1979 and 1984 with MCAT scores less than 8. The number of quarter hours "incomplete" and types/numbers of courses from which students "withdrew" were determined via an analysis of undergraduate transcripts. The written comments of admissions interviewers were reviewed, and notations regarding four characteristics (motivation, analytic skill, self-organization skill, and skill in maintaining a clear focus on study or on other valued activities) that received more than occasional comment were noted. Science MCAT scores and total undergraduate grade point average, "no credit" grades received in the preclinical curriculum, scores from initial attempts on Part I of the examination of the National Board of Medical Examiners (NBME), and the delay (in months) between June of the second year of matriculation and date when NBME Part I was first attempted were analyzed. Results indicate that non-academic variables derived from admissions interviews provide very limited gains in prediction. One figure and four data tables are included. (TJH)

ED 320 973 UD 027 464

*Wieler, Edith E.*
Multicultural Education Theory, Policy, Practice & Issues: A Literature Review.
**Regina Univ. (Saskatchewan). Saskatchewan Instructional Development and Research Unit.**
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
REPORT NO.- SIDRU-R-R-3
PUB DATE- May 87
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Liberties; *Cultural Pluralism; Discipline; Educational Legislation; *Educational Methods; *Educational Policy; *Educational Theories; Ethnicity; Federal Programs; Foreign Countries; Ideology; Language; *Multicultural Education
IDENTIFIERS- Australia; *Canada; Great Britain; United States

This report summarizes literature that is pertinent to multicultural education, primarily in Canada, and to a lesser extent in the United States, Great Britain, and Australia. The purpose of the report is to: (1) clarify terms related to multiculturalism; (2) identify the ideological premises of multiculturalism and their implications for education; (3) review policies on multiculturalism; (4) summarize educational responses to multiculturalism; (5) review the major issues and concerns in multicultural education; and (6) provide a list of sources for further reference. Chapter 1, "Introduction," provides the following information: (1) parameters of the study; (2) sources of information; (3) context; and (4) definitions of multiculturalism, multicultural education, and ethnicity. It contains a glossary of key terms and a list of 13 sources. Chapter 2, "Foundations of Multicultural Education," provides the following information: (1) legislative foundations; (2) ideological premises including cultural pluralism, individualism, social justice, and cultural universals; and (3) educational approaches. It contains a list of 21 sources. Chapter 3, "Policies, Programs and Practices," provides information on the following topics: (1) federal policies and programs; (2) provincial programs and practices in various locations in Canada; and (3) policies in other nations including the United States, Australia, and Great Britain. It contains a list of 32 sources. Chapter 4, "Issues," covers the following topics: (1) cultural pluralism; (2) human rights; (3) language instruction; (4) native education; (5) pedagogical concerns; and (6) disciplinary concerns. It contains a list of 94 sources. Chapter 5, "Conclusion," contains a summary of theory, policy, programs, and issues concerning multicultural education, and a list of 60 additional sources. (JS)

ED 320 986 UD 027 508

*Berney, Tomi D.; Plotkin, Donna*
Choosing Optional Career Education. Project Choice 1988-89. OREA Report. Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- Apr 90
NOTE- 30p.
GRANT- T003A80102
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Dropout Prevention; Educationally Disadvantaged; Educational Objectives; *English (Second Language); Enrichment; Evaluation Methods; Haitian Creole; *High School Students; Job Skills; *Language Skills; Minority Group Children; *Native Language Instruction; Program Content; Secondary Education; Spanish Speaking
IDENTIFIERS- *Elementary Secondary Education Act Title VII; New York (Brooklyn); New York (Queens)

This report evaluates the implementation and outcome of the Elementary and Secondary Education Act Title VII program, Choosing Optional Infused Career Education (Project CHOICE) in Springfield Gardens High School in Queens (New York) and Fort Hamilton High School in Brooklyn (New York) for the 1988-89 school year. The project was created to combat the high dropout rate in language minority student populations. Its main objective was for Spanish- and Haitian Creole-speaking special education students of limited English proficiency (LEP) to acquire optimal language proficiency in English while developing reading and writing skills in their native language (Native Language Arts, NLA). The project also provided students with career orientation and information. The following findings are discussed: (1) students made significant gains on the Language Assessment Battery; (2) course grades suggested that both Spanish and Haitian Creole-speaking students acquired NLA skills; (3) the program met its content area objective in science and social studies but not in mathematics; (4) the project met its objective in career education; (5) the dropout rate of program students at both schools was more than 10 percent lower than that of mainstream students; and (6) data were unavailable to assess the objectives for parent involvement and staff awareness of student needs. Recommendations are made on how to improve the program. Three tables are included. (JS)

ED 320 999 UD 027 536

Master Plan for Services for Students at Risk. From Prevention through Remediation.
Utah State Office of Education, Salt Lake City.
PUB DATE- 19 Aug 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Guides; *Dropout Prevention; *Educational Objectives; Elementary Secondary Education; *High Risk Students; *Illiteracy; Program Descriptions; *Program Development; State Programs; *Statewide Planning
IDENTIFIERS- *Utah

This state master plan provides a structure to facilitate the development of an appropriate and effective education system for all students in Utah, including those at risk of dropping out and of failing to achieve literacy. The challenges of ensuring an appropriate and effective education for each student are significant, numerous, and complex; and they must include the involvement of families and communities, while recognizing local needs and limitations. At-risk students require uniquely designed interventions that meet family-related, socioeconomic, and individual needs in order to achieve literacy, graduate, and be prepared for transition from school to post-school options. Educational outcomes are outlined that articulate expectations for which schools and agencies should be held accountable. Post-high school outcomes are outlined that articulate long-range goals related to student growth, and promote full, independent citizenship. The current educational system is analyzed in terms of the following issues: (1) services; (2) role definition; (3) meaningful involvement; (4) staffing; (5) funding; and (6) evaluation. Objectives are presented based on the analysis of issues, and strategies for achieving the objectives are proposed. A list of definitions is appended. (FMW)

ED 320 793 SO 020 798

*Ediger, Marlow*
Studying the Old Order Amish and the Hutterites.
PUB DATE- 90

NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Amish; Elementary Secondary Education; *Minority Groups; Religious Cultural Groups; Social Studies; Units of Study
IDENTIFIERS- *Hutterites

Study of minority groups has been emphasized in the social studies curriculum. Such study needs to move beyond a focus on the minority groups traditionally studied to include other groups. Such minority groups include the Old Order Amish and Hutterites. This essay lists various characteristics of Old Order Amish and Hutterite communities, and suggests that students could benefit from studying these two groups . A bibliography is included. (DB)

ED 320 824 SO 020 950

*Stanley-Baker, Penny*
Australia: On the Other Side of the World. Young Discovery Library Series: 15.
REPORT NO.- ISBN-0-516-08269-8
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Pierre-Marie Valat.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Area Studies; *Cross Cultural Studies; Cultural Awareness; Educational Resources; Elementary Education; Foreign Countries; *Global Approach; *History Instruction; Instructional Materials; *International Education; Library Materials; Multicultural Education; *Social Studies
IDENTIFIERS- *Australia; Trade Books

Part of an international series of amply illustrated, colorful, small size books designed for children ages 5 to 10, this volume presents information on the life and customs of Australia and what it is like to live on the biggest island in the world. Color illustrations and maps show the habitats of birds, flowers, and animals native to Australia and what everyday life is like. The early history of Australia, modern life, the experiences of school children, childhood games, and the history of the aborigines are covered. (NL)

ED 320 873 SP 032 398

*Floden, Robert E.; And Others*

Learning about Mathematics in Elementary Methods Courses. Research Report 90-1.

**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 19p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.30).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Elementary School Mathematics; Higher Education; Knowledge Level; *Learning Strategies; *Mathematics Instruction; *Mathematics Skills; *Methods Courses; Preservice Teacher Education; Standards; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- National Council of Teachers of Mathematics

Reforms advocated for elementary school mathematics call for knowledge few teachers possess--knowledge about content, inquiry, and the pedagogical use of mathematical knowledge. As part of a larger study, researchers at the National Center for Research on Teacher Education interviewed methods instructors at a sample of college based preservice programs. An initial examination indicates that methods instructors could take responsibility for this content, but might prefer to concentrate on attitudes toward mathematics and on specific teaching methods. The question arises, then, of who should take responsibility for future teachers' knowledge of mathematical content. One suggestion is to organize the methods course around mathematical experience, but to use the experience to help teachers live through a different type of learning. In such a course, the methods students observe an elementary school class in which the students conjecture about mathematical ideas, challenge each other's hypotheses, and seek proof for ideas presented. It is acknowledged, however, that the reforms called for by the National Council of Teachers of Mathematics (1989) go beyond mathematics methods courses and therefore may not be easy to attain. (Author/JD)

ED 320 933 TM 015 156

*Boe, Erling E.*
Analyzing Teacher Supply and Demand: The Role of National Survey Data.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 30 Jan 90
NOTE- 15p.; Paper presented at the Annual Conference on Elementary-Secondary Education Management and Information Systems (Orlando, FL, January 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Information Utilization; Methods Research; *National Surveys; *Research Methodology; Sampling; Statistical Surveys; Teacher Employment; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey

The role of survey data in assessing teacher supply, demand, and shortage is illustrated through a descript[illegible] of the Schools and Staffing Survey (SASS) of the National Cen[illegible]or Education Statistics. This survey exemplifies a method that involves: (1) a sample survey; (2) representative surveys; (3) cross-sectional surveys; and (4) comprehensive and national surveys. The SASS was administered for the first time in the 1987-88 school year. Its four questionnaires--the Teacher Demand and Shortage Questionnaire, the Administrator Questionnaire, the School Questionnaire, and the Teachers Questionnaire--supplemented by the Teacher Followup Survey will permit assessment through either prevalence or market based models. The complex question of teacher attrition can be addressed through a framework for analysis termed the "Comprehensive Attrition Model," developed from SASS data to consider transfer attrition and exit attrition. Survey research can also measure many of the factors affecting the magnitude of teacher supply. Limitations to the usefulness of the survey method in the areas of cost, errors, and forecasting are reviewed. The considerable relevance and utility of survey research methodology do not mean that other methods for studying and projecting teacher supply and demand are superfluous. Three tables present information about survey research. (SLD)

ED 320 708 PS 018 904

*Gramley, Mary-Curtis*
Providers' Role Perceptions and the Design and Delivery of Family Day Care Services.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Delivery Systems; Early Childhood Education; *Family Day Care; *Role Conflict; *Role Perception; *Self Concept; Teacher Education
IDENTIFIERS- Support Systems

The present paper, part of a larger study of family day care, examines providers' perceptions of themselves in relation to their work roles. Perceptions of self as mother, as teacher, and as business owner/operator are analyzed within a theoretial framework including the constructs of self-concept and role conflict. Participants, 10 family day care providers residing in Oregon's Willamette valley, were interviewed and observed between October, 1986 and May, 1988. Providers' perceptions of self in terms of work role were revealed as the women shared their life stories and discussed their beliefs about children and child care. Concepts of role were also inferred from the caregivers' interactions with children and parents, motives for becoming a provider, choices pertaining to planning and implementation activities, short- and long-term goals, and general attitudes toward the profession. Findings indicated that providers whose concepts of their work role were influenced by their identity as a mother experienced a minimum of conflict and strain and derived satisfaction and fulfillment from their work. Results suggest that some providers experience ambivalence toward work roles and that the implementation of teaching and/or business owner and operator roles can be problematic for providers. Implications of the findings are pointed out for the design and delivery of provider training and support programs. (RH)

ED 320 721 RC 017 566

*Gwynn, Douglas B.; And Others*

California's Rural Poor: Trends, Correlates, and Policies. Working Group on Farm Labor and Rural Poverty, Working Paper No. 7.

**California Inst. for Rural Studies, Davis.**

SPONS. AGENCY- California Univ., Davis. Div. of Agriculture and Natural Resources.; Ford Foundation, New York, N.Y.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 89
NOTE- 123p.
AVAILABLE FROM- California Institute for Rural Studies, P.O. Box 530, Davis, CA 95617 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Demography; Economic Factors; Family Income; Information Needs; *Low Income Groups; Policy Formation; *Poverty; Poverty Programs; Public Policy; Rural Areas; Rural Population; *Rural Urban Differences; *Social Science Research; Social Services
IDENTIFIERS- *California; Counties

In the 1980s California poverty rates increased dramatically. Poverty rates were substantially higher in rural areas and for Hispanics, Asians, single-parent families, and children. The percentage of the labor force in poverty increased, and poverty rates were exceptionally high for the unemployed and for "discouraged workers." The incidence of rural poverty was highest in the most rural counties and lowest in the rural portions of metropolitan counties. Urban poverty differed from rural poverty in several respects, suggesting the need for differentiated policies and programs. Elderly persons, female-headed families, and Native Americans had higher poverty rates in rural areas than in urban areas, whereas urban poverty was highest among Blacks, Hispanics, and Asians. Rural poverty was highly correlated with work injuries, large-scale agriculture, substandard housing, limited medical attention, and poor education. Food Stamps, Supplemental Security Insurance, and Medi-Cal were more frequently used by the urban poor than the rural poor, while Community Service Block grants and the Women, Infants, and Children program were more frequently used by the rural poor. The research needed to provide a basis for policy decisions about poverty is severely hampered by the lack of updated statistical information on demographic characteristics and service delivery. This report contains 61 references and 37 data tables, maps, and figures. Appendices describe data sources and research methodology, define glossary terms, and include poverty rates for California counties and the transcript of a panel discussion about this report. (SV)

ED 320 734 RC 017 585

Future Directions: Final Report of the Migrant Education Secondary Assistance Project.

Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Dec 89
NOTE- 10p.; Photographs will copy poorly.
AVAILABLE FROM- BOCES Geneseo Migrant Center, Holcomb Building, 210, Geneseo, NY 14454 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Dropouts; Educational Assessment; *Educational Needs; Family School Relationship; Grade Repetition; *Migrant Education; Migrant Programs; Migrant Youth; Needs Assessment; Nontraditional Education; Public Education; Secondary Education
IDENTIFIERS- *Migrant Education Secondary Assistance

Based on research by the Migrant Education Secondary Assistance (MESA) project, this report presents final recommendations for the improvement of migrant student graduation rates and secondary education. The strongest areas of need revealed in MESA findings were: (1) better identification and recruitment of secondary migrant students and dropouts; (2) increased services to migrant dropouts; (3) more interstate, intrastate, and interprogram coordination and cooperation to benefit migrant youth; (4) greater facilitation of credit transfer and access to credit-earning opportunities; (5) more work-study programs; (6) greater advocacy for secondary level migrant issues within the public school system and the community; (7) greater involvement of the whole family in education; (8) development of a policy to avoid grade retention; and (9) greater flexibility in programming and scheduling. Several specific recommendations accompany discussion of each area of need.

This pamphlet contains descriptions of other MESA publications. (SV)

ED 320 762 SE 051 450

*Helgeson, Stanley L.; Howe, Robert W.*
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science. ERIC/SMEAC Science Education Digest No. 1, 1989.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-13
PUB DATE- 89
NOTE- 5p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Demonstration Programs; *Educational Improvement; Elementary Education; *Elementary School Science; Information Centers; *Information Sources; Instructional Materials; *Organizations (Groups); Science Education; *Science Materials; Teaching Methods
IDENTIFIERS- ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to science. To respond to these concerns, staff need to determine how they can improve their science programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional materials, changing instructional approaches, and changing the use of technology. This digest discusses publications and sources of information on exemplary programs from several states and national organizations. Highlighted are efforts of the National Diffusion Network (NDN), the National Science Foundation (NSF), the Educational Products Information Exchange (EPIE), Regional Educational Laboratories, The Educational Resources Information Center (ERIC), the COSMOS Corporation, the Department of Education, and the National Science Teachers Association (NSTA). A list of information sources and 14 references are included. (CW)

ED 320 778 SE 051 525

Science & Math Events: Connecting and Competing.
**National Science Teachers Association, Washington, D.C.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-87355-090-0
PUB DATE- 90
NOTE- 191p.
GRANT- TE-8751313
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Competition; Elementary Secondary Education; *Extracurricular Activities; *International Cooperation; Mathematics Education; National Surveys; *Science Activities; *Science Clubs; Science Education; Science Fairs; *Secondary School Mathematics; *Secondary School Science

This book lists and describes opportunities for teenagers to participate in organized science and math activities within and without the classroom. Students may participate at the local or school level by joining clubs and interest groups and by entering fairs; at the national level, by entering competitions of various sorts; and at the international level, by competing in olympiads and other kinds of contests. The experiences of teachers and students involved in these types of activities, information about the organization and functions of activities, and survey results are described. Lists of national and international science and mathematics activities are provided. (CW)

ED 320 808 SO 020 900

*Paul, Samuel; And Others*
Educating Managers for Business and Government: A Review of International Experience. World Bank Discussion Papers 54.
**World Bank, Washington, D. C.**
REPORT NO.- ISBN-0-8213-1238-3
PUB DATE- 89
NOTE- 170p.; Originally prepared for an International Seminar on Management Education (Beijing, China, October 20-23, 1987).
AVAILABLE FROM- Publications Sales Unit, Department F, The World Bank, 1818 H Street, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Business; *Business Administration Education; Developing Nations; *Economic Development; Entrepreneurship; Foreign Countries; Government (Administrative Body); International Education; International Studies; *Management Development; *Public Administration Education; World Affairs
IDENTIFIERS- World Bank

Managers, in both the private and public sectors, are increasingly recognized as critical in the use of scarce resources for national development. There is no unanimity of opinion, however, regarding the models or approaches to management education that are most appropriate in different environmental settings. Traditionally, management education has been dominated by the need to train executives for large-scale enterprises. But the 1980s has seen a global trend toward the deconcentration of business. The future development of the indigenous business sector in the developing world depends heavily on the emergence of small and medium scale entrepreneurs. The roles of public administrators with respect to regulatory and developmental activities enterprise are also changing. This trend is evident not only in market-oriented countries, but also in socialist countries, and many developing countries. This volume encompasses management education for each of these groups--the managers and future managers of large-scale enterprises; entrepreneurs and small business people; and public administrators. Its purpose is to review worldwide trends and developments in management education for information about curriculum design, research and teaching methodology, and institutional policies and administration. Experience is drawn from recognized universities, educational organizations, civil service institutes, and corporations in several major countries and regions of the world. A number of tables and figure appear in this volume along with references. A seminar participants list also is included. (Author/DB)

ED 320 842 SO 030 004

*Freseman, Richard D.*
Improving Higher Order Thinking of Middle School Geography Students By Teaching Skills Directly.
PUB DATE- 90
NOTE- 121p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; Comprehension; Creative Thinking; Critical Thinking; Decision Making; Deduction; Educational Research; Evaluative Thinking; Geography; Induction; *Middle Schools; Practicum Papers; Problem Solving; Secondary Education; *Skill Development; Social Studies; Teaching Methods; *Thinking Skills

This document reports on a practicum experience on the improvement of thinking skills of middle school students. There has been much discussion in educational circles that mastery of higher- order thinking skills should be given greater attention in the public schools. A program of teaching thinking skills directly to grade seven geography classes was developed. The skills of organizing and summarizing, influencing through the use of analogies, and divergent thought using brainstorming techniques were taught in their own right and then applied to the content area of geography for enhancement. The project made use of newspaper articles to visualize and prioritize important facts and concepts, teacher-made analogies demonstrating a variety of relationships, and exercises that stressed divergent thinking as opposed to the traditional teaching method of convergence. The results of the practicum were generally positive. The students exhibited enthusiasm and interest in class discussions as well as involved parents at home. Evaluation instruments noted improvement in higher-order thinking ability as the project progressed, even though not every predicted percentage of success set by the practicum was met. A better understanding and appreciation for world geography was an added feature of this practicum. Five tables appear in this document, and there are 25 appendices. (Author/DB)

ED 320 857 SP 032 101

Physical Fitness Promotion. Program Evaluation Handbook.

**IOX Assessment Associates, Culver City, CA.**

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88
NOTE- 213p.; For the other titles in this series, see SP 032 099, SP 032 102-105, and SP 032 107.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Exercise; Health Education; *Physical Fitness; *Program Evaluation; *Psychometrics

Intended as a resource for individuals wishing to evaluate physical fitness programs, this handbook, one of a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to physical fitness programs. Chapter 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 treats physical fitness measures and provides checklists and facts on regular exercise. The fourth chapter, on physiological measures, contains the measuring tools designed to be used in the evaluation and design of physical fitness programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief description of the purpose of the assessment instrument, as well as procedures for administering, scoring, and analyzing the resulting data. Chapter 5 describes how technical appraisals of the handbook's measures can be carried out. Appendixes contain amplified content descriptions for updating the various measures, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 888 SP 032 442

*Cavanagh, Peter R., Ed.*
Biomechanics of Distance Running.
REPORT NO.- ISBN-0-87322-268-7
PUB DATE- May 90
NOTE- 362p.
AVAILABLE FROM- Human Kinetics Books, Box 5076, Champaign, IL 61825-5076 ($36.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletes; Biofeedback; *Biomechanics; *Distance; *Exercise Physiology; Kinesthetic Perception; *Motor Reactions; *Physical Activities; *Running; Sports Medicine

Contributions from researchers in the field of running mechanics are included in the 13 chapters of this book. The following topics are covered: (1) "The Mechanics of Distance Running: A Historical Perspective" (Peter Cavanagh); (2) "Stride Length in Distance Running: Velocity, Body Dimensions, and Added Mass Effects" (Peter Cavanagh, Rodger Kram); (3) "Sagittal Plane Kinematics of the Lower Extremity During Distance Running" (Monica Milliron, Peter Cavanagh); (4) "Upper Extremity Function in Distance Running" (Richard Hinrichs); (5) "Rearfoot Motion in Distance Running" (Christopher Edington, E. C. Frederick, Peter Cavanagh); (6) "Muscle Activity in Running" (Irene McClay, Mark Lake, Peter Cavanagh); (7) "The Lessons from Animal Studies" (R. McNeill Alexander); (8) "Ground Reaction Forces in Distance Running" (Doris Miller); (9) "Transmission and Attenuation of Heelstrike Accelerations" (Gordon Valiant); (10) "Biomechanical Aspects of Distance Running Injuries" (Stanley James, Donald Jones); (11) "Relationships between Distance Running Biomechanics and Running Economy" (Keith Williams); (12) "Scale Effects in Distance Running" (E. C. Frederick); and (13) "Gender Differences in Distance Running" (Anne E. Atwater). (JD)

ED 320 904 SP 032 476

*Shea, Mary Ann, Ed.*
On Teaching.
**Colorado Univ., Boulder. Univ. Learning Center.**
PUB DATE- 87
NOTE- 122p.; Appendix (the last three pages of the document) containing extremely small type will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Research; *Classroom Techniques; *Class Size; *College Faculty; Higher Education; Inquiry; Professional Education; Story Telling; Student Behavior; *Teacher Student Relationship; *Teaching Methods

This collection of lectures includes the following contributions from faculty at the University of Colorado at Boulder: (1) "Aloof Professors and Shy Students" (Patricia Nelson Limerick); (2) "Teaching the Thundering Herd: Surviving in a Large Classroom" (Charles R. Middleton); (3) "The Scientist as a Story Teller" (R. Igor Gamow); (4) "Active Learning in the University: An Inquiry into Inquiry" (Martin Bickman); (5) "The Continuity of Research and Classroom Teaching, or How to Have Your Cake and Eat It Too" (Sam Gill); (6) "The Professional Schools: The Influence of a Professional Ethic on Teaching Styles" (Emily M. Calhoun); and (7) "From a Student's Point of View" (R. L. Widmann). (JD)

ED 320 919 TM 014 984

*De Ayala, R. J.*
The Influence of Dimensionality on CAT Ability Estimation.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; *Adaptive Testing; Bayesian Statistics; *Computer Assisted Testing; Difficulty Level; *Estimation (Mathematics); Item Response Theory; Simulation; Testing Problems; *Test Items
IDENTIFIERS- *Item Dimensionality

The effect of dimensionality on an adaptive test's ability estimation was examined. Two-dimensional data sets, which differed from one another in the interdimensional ability association, the correlation among the difficulty parameters, and whether the item discriminations were or were not confounded with item difficulty, were generated for 1,600 simulated examinees. The generated data were used for Bayesian computerized adaptive testing (CAT) simulations (three-parameter logistic model), and the CAT ability estimates were compared with the simulated examinees' known abilities. The dimensionality of response data shifted the focus for the minimization of measurement errors from known abilities (with unidimensional data) to the average of the latent abilities (with bidimensional data). Three tables and 24 graphs summarize the study results. (Author/SLD)

ED 320 947 TM 015 218

*Barton, Paul E.*
From School to Work. Policy Information Report.
**Educational Testing Service, Princeton, NJ. Policy Information Center.**
PUB DATE- 90
NOTE- 34p.
AVAILABLE FROM- Educational Testing Service, Publications Order Service, P.O. Box 6736, Princeton, NJ 08541 (item order number 204840, $3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; *High School Graduates; High Schools; Job Placement; Noncollege Bound Students; School Effectiveness; *School Role; *Transitional Programs; *Vocational Education; *Youth Employment

Information is provided concerning efforts to improve institutional arrangements for the transition from school to work of high school graduates. Half of all high school graduates move into the workforce, but the attention given this group is almost always in terms of whether they are academically and vocationally equipped before they leave school. The transition into the world of work is usually left to chance. This report focuses on five aspects of the school-to-work transition in the United States: (1) the gradual transition that many high school graduates experience because of part-time work and whether schools and employers can cooperate to facilitate this transition; (2) the fit between classroom skills and workplace skills; (3) the information processing skills high school graduates have and need; (4) efforts to improve the integration of academic and vocational education; and (5) existing people, services, and information that help students in this transition. The information supporting these discussions is derived from a number of sources, including studies conducted by the Educational Testing Service. The nation must deal with non-college-bound students without resorting to a second class educational track that closes off opportunities. Reference notes are provided, and 2 tables and 14 figures summarize the information. (SLD)

ED 320 961 TM 015 268

*Barcikowski, Robert; Robey, Randall R.*

Interpreting Repeated Measures Data through "Special" Mean Contrasts.

PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Data Interpretation; *Educational Research; Equations (Mathematics); Mathematical Models; *Multivariate Analysis; Statistical Significance
IDENTIFIERS- Exploratory Data Analysis; *Mean Contrasts; *Repeated Measures Design; Univariate Analysis

Use of "special" orthonormal mean contrasts and mean contrast variances can help educational researchers interpret a wide variety of repeated measures data. Most statistical packages allow educational researchers to test for differences across repeated measures using both the univariate mixed model F test and a multivariate test. Numerous researchers have suggested using both tests. The "special" orthonormal mean contrasts can be used to provide researchers with insights into why one or the other or both of these modes of analysis provide significant or non-significant results. Results of the analyses indicate that reporting the per group "special" mean contrasts and contrast variances is useful to understanding what is causing statistical significance (or non-significance) in simple and complex repeated measures designs. Analysis of single groups found in real (and some fabricated) repeated measures data supported the recommendation to use both the univariate and the multivariate tests when considering such designs in exploratory analyses. In more complex designs, it is recommended that the patterns of mean contrasts and contrast variances be observed in each of the groups across each variable. Such patterns would be expected to remain stable when no interaction is present, but to differ when an interaction is found. Seven data tables and one graph are included. An example of a Statistical Analysis System program that performs the needed computations is provided. (TJH)

ED 320 987 UD 027 511

*Friedman, Lorraine; Christiansen, Guy*
Shut Out: Denial of Education to Homeless Children.
**National Law Center on Homelessness and Poverty, Washington, DC.**
PUB DATE- May 90
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Compliance (Legal); Elementary Secondary Education; Federal Government; Federal Legislation; *Government Role; *Homeless People; Interviews; Program Evaluation; *Program Implementation; State Government; State Surveys
IDENTIFIERS- *Department of Education; *Stewart B McKinney Homeless Assistance Act 1987

The Stewart B. McKinney Act of 1987 was intended to remove barriers and ensure access to education for homeless children. But despite a 1988 consent decree, the United States Department of Education (DOE) has failed to comply with its statutory duties to implement the Act, the states have also failed to implement the Act adequately, and homeless children are still being shut out of school. An extensive investigation included interviews with Federal and state officials and a 20-state survey of service providers. The following recommendations are suggested: (1) DOE should immediately comply with its obligations to distribute funds, monitor state compliance, provide technical assistance, remove limits on direct services, and report to Congress; (2) the states should take immediate, affirmative steps to comply with the McKinney Act by removing all residency requirements, expediting the transfer of records, removing burdensome documentation requirements, and providing transportation to school; and (3) the McKinney Act should be expanded to provide additional services to children who are homeless or at risk of homelessness. The following material is appended: (1) pilot projects currently funded under the Act; (2) state coordinators' appraisals of the non-regulatory guidance; (3) state plan activity; (4) evaluation of initial state plans; (5) excerpts from interviews with state coordinators regarding their understanding of program dates; (6) state coordinators' assessment of communication with DOE; (7) letter from the National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY) to DOE and DOE response; (8) state coordinators' suggestions to DOE; and (9) a summary of interviews with shelter providers. (FMW)

ED 321 000 UD 027 539

*Watson, Bernardine; Jaffe, Natalie*
The Practitioner's View. New Challenges in Serving High-Risk Youth.
**Public/Private Ventures, Philadelphia, PA.**
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 90
NOTE- 59p.; Color graphics will not reproduce.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *At Risk Persons; Basic Skills; *Demonstration Programs; Federal Programs; *Individual Needs; Industrial Training; Job Skills; *Job Training; Urban Programs; Work Experience Programs; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

Providing disadvantaged youth with the training to continue their education or to obtain meaningful, long-term employment has been hampered by lack of funding, inability to meet the multiple needs of at-risk youth, and the difficulty of recruiting at-risk youth to participate in programs. This report describes and recommends nine employment training programs that deal effectively with the key problems confronting youth eligible under the Job Training Partnership Act of 1982 (JTPA). Information was gathered from site visits. The following preemployment programs all provide basic skills, youth development activities, work experience, and work competencies: (1) Program Transformation (Manhattan Valley Youth Program, New York, New York); (2) the Youth Division of the Metrocenter YMCA (Seattle, Washington); (3) the San Francisco Conservation Corps; (4) the East Bay Conservation Corps (Oakland, California); and (5) the Impact Services Job Preparation Project (Philadelphia, Pennsylvania). Occupational skills programs that meet the needs of both youth and adults are also described. Their names and the services they provide are as follows: (1) SER Jobs for Progress (Miami, Florida) provides clerical, nurses aide, and on the job training programs; (2) the Training and Development Corporation (Bangor, Maine) provides a comprehensive skills program that prepares participants for vocational skills training and places them in jobs; (3) the Chicago Commons Association's Industrial and Business Training Program provides technical skills training in specific industrial vocations; and (4) the Center for Employment Training (San Jose, California) provides integrated basic and technical skills training for specific jobs. Statistical data are included on three figures. Program profiles and a list of 29 resources for youth employment programs are appended. (FMW)

ED 320 694 PS 018 885

Latchkey Guidelines: Rural Model (Madison Local School District).
**Madison Local Schools, Mansfield, Ohio.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.**
PUB DATE- 84
NOTE- 52p.; For other models, see PS 018 886-893.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Community Involvement; Demonstration Programs; Educational Finance; Elementary Education; Guidelines; *Latchkey Children; Models; Program Descriptions; *Program Development; *Program Implementation; *Rural Schools; School Age Day Care
IDENTIFIERS- *Program Characteristics

The Madison Local School District offers guidelines for developing and implementing an independently financed, after-school enrichment program for latchkey children in rural areas. The district, located 40 miles from Cleveland, Ohio, borders on Lake Erie. Sections of the guide concern: (1) program development; (2) establishment of the environment; (3) further program development; (4) staffing of the program; (5) parent involvement; and (6) the process of connecting with other agencies. Program development is approached in terms of the process of determining need, board presentation, rationale and philosophy, and start-up funding. Establishment of the environment is discussed in terms of use and analysis of resources. The discussion of further program development concerns days and hours of operation, food service, scheduling of daily activities, special activities, evaluation of the program, and intake and record keeping. Discussion of the staffing of the program takes up the issues of qualifications, job descriptions, salaries and benefits, and staff evaluation. Parent involvement is described with regard to recruitment, publicity, a parent handbook, a newsletter, an advisory council, parent-student functions, and evaluation. Related materials are attached, including surveys and other forms and communications with parents. (RH)

ED 320 748                                    RC 017 607

*Kennedy, Rob; And Others*
Collaboration between Rural Schools and a University.
PUB DATE- 9 Oct 89
NOTE- 16p.; Paper presented to the Annual National Rural Education Association Conference (81st, Reno, NV, October 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *College School Cooperation; *Consultation Programs; Curriculum Development; *Education Service Centers; Elementary Secondary Education; Higher Education; Information Services; Management Development; Rural Education; *Rural Schools; *Shared Resources and Services; Teacher Education Programs; Technical Assistance
IDENTIFIERS- Arkansas; University of Central Arkansas

Rural schools have often lacked sufficient resources to acquire training, consultant, and evaluative services. The expertise of faculty in university teacher and administrator training programs has been largely untapped. This is primarily because of a lack of programs linking rural schools with the university faculties that might provide needed services. The University of Central Arkansas' College of Education established the Center for Academic Excellence to provide these services. The center cooperates with public schools and shares university resources with them. The center receives written requests from district superintendents and then works with schools to address their diverse needs. Examples of local needs include curriculum revision, dropout and at-risk student programs, school renewal and restructuring, teacher and administrator inservice training, grant writing, school assessment, student testing procedures, instructional improvement, the use of computers in instruction and administration, addressing isues of PL 99-475 (the Education of the Handicapped Act Amendments, 1986), and local research projects. College faculty consultations serve the center's teacher education program in by: (1) strengthening the link between higher education and public schools; (2) extending opportunities for faculty to be directly involved with public school concerns; (3) providing schools with realistic assessment of their condition or status; (4) helping assess needs in school curriculum, instruction, and administration; (5) insuring feedback for incorporation into the curriculum; and (6) opening new avenues to enhance the college's reputation. The center has served more than 100 school districts during the five years of its existence, involving administration and staff at all educational levels. (TES)

ED 320 794 SO 020 809

*Stone, Frank Andrews*

Five Contemporary Novelists' Views of Growing Up Turkish in the 1980s: A Literary Sociology. Occasional Papers. Turkish Studies Series Number Five.

**Connecticut Univ., Storrs. Thut (I.N.) World Education Center.**

REPORT NO.- ISBN-0-918158-236

PUB DATE- Nov 88

NOTE- 38p.; Paper presented at the Annual Conference of the Middle East Studies Association of North America (Beverly Hills, CA, November 1988).

AVAILABLE FROM- Isaac N. Thut World Education Center, Box U-93, School of Education, University of Connecticut, Storrs, CT 06268.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Fiction; Foreign Countries; *Foreign Culture; *Literary Criticism; Literary Devices; Literary Genres; *Middle Eastern Studies; *Novels; Sociology; World Literature

IDENTIFIERS- Guest Workers; Islam; *Turkey; Turkish (Modern); West Germany

Literary sociology is a multifaceted process of analyzing texts. It moves beyond traditional literary criticism to incorporate such varied approaches as: appreciating literary schemata; textual analysis; seeking form, sound, and content regularities; examining the lasting values of the work; and contemplating the reader's own

authentic life-world and experience. This paper seeks to provide a literary sociology about growing up Turkish in light of the contents of five works of recent fiction. The titles of the books (with English translation) are: "Korku'nun Bedeli" (The Price of Fear), Ibrahim Ulvi Yavuz, 1983; "Aile Savaslari" (Family Struggles), Bekir Yildiz, 1984; "Yalcin Nereye Kosuyor?..." (Where's Yalcin Running?), Emin Colasan, 1985; "Koca Ren" (Great Rhine), Fakir Baykurt, 1986; and "Geriye Donenler" (Those Who Go Back), Gulten Dayioglu, 1986. A central theme running throughout these works is the cultural conflicts of growing up Turkish. These conflicts take on three dimensions: a fundamental clash between adhering to traditional Islam or adopting modern Turkish behavior; the tension in the socio-political arena between ideologies of the right and left; and the struggle of Turkish guest workers in West Germany and other European countries between the rural Anatolian root values of the older generation and the European values of their children. According to the five books, the 1980s were turbulent times for Turkish youth. Economic fluctuations at home and abroad as well as changing dynamics in the relationships between today's Turkish parents and their children were among the sources of upheaval. Two charts and two figures supplement the text and an 11-item bibliography is included. (DB)

ED 320 974 UD 027 469

*Marciniak, Edward*
Educational Choice: A Catalyst for School Reform.
**City Club of Chicago, IL.**
PUB DATE- Aug 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Educational Improvement; *Educational Opportunities; *Educational Vouchers; Elementary Secondary Education; Nontraditional Education; Parent Participation; *Parent School Relationship; Private Schools; Public Schools; *School Choice; Urban Schools
IDENTIFIERS- *Illinois (Chicago)

Comprehensive educational choice, implemented by a voucher system, would improve the quality of education of Chicago's elementary and secondary students and empower parents to choose the public or private school that would best serve their children's special needs. Enrollment in the Chicago Public Schools has decreased by 29 percent since 1971, partially attributable to a decline in public confidence in governmental institutions. A radical reform of public education is required to combat the following youth problems: (1) poverty; (2) unemployment; (3) dropping out; (4) juvenile crime; (5) alcohol and drug abuse; and (6) early parenthood. Educational choice would allow parents who were displeased with their child's public school to select another public school, remove the financial disadvantage of choosing a private school, and give all parents the opportunity of choosing the public or private school that best meets their child's individual needs. The following recommendations are suggested: (1) a system of educational choice should be

expanded throughout the Chicago Public Schools; (2) the current state system of funding should be replaced with a voucher system that is paid directly to parents; (3) the Illinois General Assembly should establish an adequate fund to support the voucher system; and (4) the Illinois State Board of Education should be responsible for supervising the system and designating schools eligible to receive vouchers on the basis of curriculum, physical facilities, teacher qualifications, and racial integration. Parent choice would act as a catalyst to meaningful school reform and provide the optimum in educational opportunities regardless of place of residence or economic status. (FMW)

ED 320 779 SE 051 526

More Science Activities. 20 Exciting Experiments To Do!
**Smithsonian Institution, Washington, D.C.**
REPORT NO.- ISBN-0-939456-16-8
PUB DATE- 88
NOTE- 156p.; For a related document, see SE 051 527.
AVAILABLE FROM- Galison Books, 36 West 44th Street, Room 910, New York, NY 10036 ($9.95).

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Elementary School Science; Elementary Secondary Education; Intermediate Grades; *Laboratory Procedures; *Middle Schools; Physical Sciences; *Science Activities; Science Education; Teaching Guides

Science and technology affect every facet of human life. By the 21st century, society will demand that all of its citizens possess basic competencies in the fundamentals of science and the use of technology. As science increasingly becomes the dominant subject of the work place, it is important to begin developing within children an understanding and appreciation of science early in their lives. This book provides suggestions for interactive science activities that can be done in a variety of settings, using inexpensive and readily available materials. The activities are designed as supplementary curricular materials and educational guides for use in teaching science. Each of the 20 activities in this book includes a list of materials, some background information, procedures, and suggestions for variations. Topics in this volume include making ginger ale; boats; making a strobe light; plants; flight; feeding birds; mud; nocturnal games; taste; making a kaleidoscope; vegetables; fruit flies; nutrition; rockets; making paper; ice cream; parachutes; magic; light; and making a radio. (CW)

ED 320 825 SO 020 951

*Farre, Marie*
Long Ago in a Castle. Young Discovery Library Series: 6.
REPORT NO.- ISBN-0-516-08281-7
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Dominique Thibault.

AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; Educational Resources; Elementary Education; Foreign Countries; *History Instruction; Instructional Materials; Library Materials; *Medieval History; *Social Studies; *Western Civilization
IDENTIFIERS- *Castles; Trade Books

Part of an international series of amply illustrated, colorful, small size books designed for children ages 5 to 10, this volume describes why and how castles were built during the Middle Ages and what it was like to live in one. Poetry of the period, village life, tournaments, minstrels, games, and descriptions of the lives of children who lived during the Middle Ages also are presented. (NL)

ED 320 874 SP 032 417

*Luck, Gayle; Tack, Leland*

Incentive Pay Plans in Iowa in Response to Iowa's Excellence in Education Program.

PUB DATE- Apr 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Elementary Secondary Education; Excellence in Education; Faculty Mobility; *Incentives; *Performance Contracts; State Legislation; *Teacher Effectiveness; Teacher Persistence; *Teacher Recruitment; *Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- *Iowa

Responding to a state legislative mandate establishing the Iowa Educational Excellence Program, a coalition comprised of the Iowa State Education Association, the Iowa Association of School Boards, and the Iowa Department of Education was formed to examine and address the growing needs and concerns of teachers, including teacher compensation. The coalition discussed alternatives and provided direction to setting minimum salaries, increasing salaries, and providing guidance in setting up a performance based pay incentive. The program consisted of three phases which addressed: (1) the recruitment of quality teachers (Phase I); (2) the retention of quality teachers (Phase II); and (3) enhancing the effectiveness of teachers through performance based and supplemental pay (Phase III). Research conduted on the career orientations of high school students, teacher attrition, teacher salary scales, the distribution of state monies in school districts, and teacher-student ratios is analyzed. A recommendation is that Phase III funding to be used to encourage the school districts to engage in staff and curriculum development. (JD)

ED 320 905 SP 032 489

*Zeichner, Kenneth M.; Liston, Daniel P.*
Traditions of Reform in U.S. Teacher Education.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 41p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.20).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Change Strategies; Competency Based Teacher Education; *Excellence in Education; Higher Education; *Program Improvement; *Social Action; Teacher Behavior; Teacher Characteristics; *Teacher Education Curriculum; *Teacher Education Programs

Four traditions of reform in 20th century U.S. teacher education are described: academic, social efficiency, developmentalist, and social reconstructionist. Each tradition is illustrated with examples from both early and contemporary teacher education programs. Following the presentation of the reform traditions, the heuristic value of the traditions framework is illustrated by applying it to a discussion of current reforms centered on reflective teaching. it is argued that this framework of reform traditions can help clarify some of the important differences between reform proposals which appear on the surface to be alike. (Author)

ED 320 920 TM 014 986

*De Ayala, R. J.; And Others*

A Comparison of the Partial Credit and Graded Response Models in Computerized Adaptive Testing.

PUB DATE- Apr 90

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability Identification; *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; *Estimation (Mathematics); Mathematical Models; Maximum Likelihood Statistics; *Scoring; *Simulation; Test Items

IDENTIFIERS- Ability Estimates; *Graded Response Model; *Partial Credit Model

Computerized adaptive testing procedures (CATPs) based on the graded response method (GRM) of F. Samejima (1969) and the partial credit model (PCM) of G. Masters (1982) were developed and compared. Both programs used maximum likelihood estimation of ability, and item selection was conducted on the basis of information. Two simulated data sets, one with 1,000 simulated examinees and one with 500 simulated examinees, were generated according to a linear analytic model. Both contained responses to 180 five-alternative items, of which 55 were retained for 997 simulated examinees with infit statistics between -3.0 and 3.0. The MULTILOG calibration program of D. J. Thissen (1988) was used to obtain item parameter estimates for both models from the data set. It was expected that using a data set fitted to the PCM model would result in no differences between PCM and GRM CATPs. However, the GRM CATPs provided more accurate information than did the PCM CATPs and the estimation was considered adequate. Reasons for difficulties with the PCM model are discussed. Two tables and five graphs present study data. (SLD)

ED 320 934 TM 015 161

*Ackerman, Terry*

An Evaluation of the Multidimensional Parallelism of the EAAP Mathematics Test.

PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; College Bound Students; College Entrance Examinations; *High School Students; Item Response Theory; *Mathematics Tests; Scores; *Standardized Tests; *Test Format; Test Items
IDENTIFIERS- *ACT Mathematics Usage Test; Dimensionality (Tests); *Parallel Test Forms

The issue of parallel forms is of paramount importance for producers of standardized tests. With increasing emphasis being placed on standardized test results it is necessary that each student achieve the same standard score regardless of the form he or she was administered. In the case of the American College Testing (ACT) Assessment Program, five different forms are administered annually. Each form is purported to be measuring the same skills with the same degree of accuracy. The parallelism of two forms of the Mathematics Usage Test from the Enhanced ACT Assessment Program (EAAP) that were administered to 2,500 examinees during the fall of the 1989-90 academic year was examined. Unlike traditional studies of parallelism, this study illustrated several new techniques that can be used to study parallelism from a multidimensional item response theory (MIRT) perspective. Based on the MIRT analysis, the tests did not appear to be multidimensionally parallel, although conditions that could alter this conclusion are discussed. Recognizing the fact that most tests assess multiple abilities, it is proposed that the methodology can provide a basis for future research. Nine tables and eight figures, as well as an appendix that illustrates two test items, are included. (Author/SLD)

*Bennett, Ruth*
Cooperative Learning with a Computer in a Native Language Class.
**Humboldt State Univ., Arcata, CA. Education Dept.**
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 87
NOTE- 23p.; Paper presented at the Association of California State University Professors' Conference on the Use of Personal Computers in Higher Education: Excellence in Education (San Diego, CA, March 26-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Bilingual Education Programs; College School Cooperation; *Communication Skills; *Computer Assisted Instruction; *Cooperative Learning; Cross Age Teaching; Elementary Education; Microcomputers; Peer Teaching; Speech Communication; *Writing Instruction
IDENTIFIERS- Hupa; UNIFON Alphabet; Yurok

In a cooperative task, American Indian elementary students produced bilingual natural history dictionaries using a Macintosh computer. Students in grades 3 through 8 attended weekly, multi-graded bilingual classes in Hupa/English or Yurok/English, held at two public school field sites for training elementary teaching-credential candidates. Teams of three students worked together at the computer to complete a dictionary page, a task involving selection of a natural item, formulation of its definition, transcription in the Unifon alphabet, translation to English, and page layout. The project focused on written sentence construction and oral communication skills. The goal of producing a dictionary dealing with plants and animals known to local tribes allowed students to use knowledge obtained from family and other tribal members. The computer provided concrete realization of abstract concepts and a self-directed interactive learning environment. Classroom observation showed that (1) students worked on the project willingly for the entire school year; (2) students' oral communication skills, used in the cooperative learning groups, developed over the year; (3) students tended to build on the work of other students; (4) older and younger students differed in their ways of viewing the natural world; and (5) older students advanced from producing literal English translations to making "good" free translations. The success of this project points to the importance of implementing a teaching methodology compatible with the learning style of the home culture. This report contains 26 references. (SV)

ED 320 722 RC 017 567

*Vaughan, Marianne, Comp.; And Others*

Conditions and Needs of Rural Education in the Southwest Region.

**Southwest Educational Development Lab., Austin, Tex.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 138p.
CONTRACT- 400-86-0008
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demography; *Economic Climate; *Educational Assessment; Educational Finance; Educational Legislation; Educational Needs; Educational Policy; Elementary Secondary Education; Public Education; *Regional Characteristics; *Rural Education; *Rural Schools; Rural Urban Differences; Small Schools; *State Programs; State Schools
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas; *United States (Southwest)

The five states of the Southwest--Arkansas, Louisiana, New Mexico, Oklahoma, and Texas--represent great diversity in economies, politics, educational settings, and resources. Despite this diversity, research indicates that rural small schools are concerned about the same issues as education as a whole. The purpose of this report is to present the common needs and conditions of rural education in the Southwest region, to describe the specific condition of each state's rural schools, economies, legislative mandates, demographics, educational indicators, and policies, and to serve as a catalyst for examining the challenges facing rural educators and the communities they serve. The report presents a comprehensive picture of the condition of rural schools in the region and of unique conditions of schools within each state. It contains three major sections: a regional overview, a description of Southwestern rural and small schools, and individual state profiles for the five states. The regional overview examines demographic and economic trends, legislative mandates, public education funding, rural education conditions and needs, and strategies for addressing regional needs, including economic development. The section on the description of rural small schools includes demographic information. Each state profile includes information on the economics affecting rural schools and discusses consolidation, the uses of technology, and education service centers. This document includes 87 references, 20 demographic tables, and 8 demographic maps. (TES)

ED 320 735 RC 017 586

*Helge, Doris; Paulk, Jonathan*

HIV/AIDS Education in Rural Schools in the U.S.: Enough of the Right Stuff?

**National Rural and Small Schools Consortium, Bellingham, WA.**
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 89
NOTE- 19p.
GRANT- U63-CCU002857-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Elementary Secondary Education; *Health Education; National Surveys; Program Descriptions; Questionnaires; Rural Education; *Rural Schools; School Policy; *Sex Education

Survey questionnaires concerning the response of rural schools to the Acquired Immune Deficiency Syndrome (AIDS) epidemic were sent to administrators of 400 randomly selected rural school districts in the United States. Of the 100 respondents, 80% provided some form of HIV/AIDS education. These programs varied greatly in goals, placement, length, and curricular content. A majority (56%) of schools with programs had involved their communities in program development, and 90% permitted parents to excuse their children from AIDS education. The most frequently named program goal was transmission of accurate AIDS information to students. Most programs were relatively brief, with 59% lasting 1 day or less and 40% lasting only 1-2 hours. A majority (60%) of schools included curricula concerning abstinence, condom use, safer sex, homosexuality, and sexually transmitted diseases. More AIDs education programs were provided in upper than lower grades, and most programs were part of health education classes. Only 34% of districts with programs had tools for evaluating them. Most schools had policies about attendance of HIV infected students, but most did not have policies about attendance of infected employees. For effective implementation, rural citizens, outreach agencies, social groups, and parents should be involved in designing and implementing sex education programs. This survey identified low levels of community and parent involvement in program planning. The survey questionnaire is included. (Author/SV)

ED 320 763    SE 051 451

*Helgeson, Stanley L.; Howe, Robert W.*
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1989.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-14
PUB DATE- 89
NOTE- 5p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Demonstration Programs; *Educational Improvement; Elementary Education; Information Centers; *Information Sources; Instructional Materials; *Organizations (Groups); Science Education; *Science Materials; *Secondary School Science; Teaching Methods
IDENTIFIERS- ERIC Digests

Many school staff and their client communities are concerned about student achievement, skills, and attitudes related to science. To respond to these concerns, staff need to determine how they can improve their science programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional materials, changing instructional approaches, and changing the use of technology. This digest discusses publications and sources of information on exemplary programs from several states and national organizations. Highlighted are efforts of the National Diffusion Network (NDN), the National Science Foundation (NSF), the Educational Products Information Exchange (EPIE), Regional Educational Laboratories, The Educational Resources Information Center (ERIC), the COSMOS Corporation, the Department of Education, and the National Science Teachers Association (NSTA). A list of information sources and 18 references are included. (CW)

ED 320 843 SO 030 005

*Haynes, Charles C.*
Religion in American History: What To Teach and How.
**Association for Supervision and Curriculum Development, Alexandria, Va.**

REPORT NO.- ISBN-0-87120-166-6
PUB DATE- 90
NOTE- 169p.
AVAILABLE FROM- Association for Supervision and Curriculum, 1250 North Pitt Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Constitutional History; Curriculum Development; Curriculum Guides; Educational Change; Educational Principles; Elementary Secondary Education; Instructional Materials; Public Schools; *Religion Studies; Social Studies; Teaching Guides; *United States History

It is clear that there is a new consensus in this country supporting teaching about religion and religious liberty in public schools. For too long educators have misunderstood the distinction between teaching religion, which is unconstitutional, and teaching about religion, which is not only constitutional, but necessary for a sound education. This book is a guide for social studies teachers who wish to teach about the influence of religion and religious events in U.S. history. Part 1 of the book provides a comprehensive list of the significant religious influences in the history of the nation. Part 2 describes a practical method for natural inclusion of religious influences using original source documents. Teachers are urged to copy and use the 13 facsimiles in the book and the background information that accompanies each one to help students interpret history based on their own reading of the documents. Part 3 contains consensus statements and general guidelines for teaching about religion in a public school setting. (DB)

ED 320 858 SP 032 102

Stress Management. Program Evaluation Handbook.
IOX Assessment Associates, Culver City, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Inst. of Mental Health (DHHS), Bethesda, Md.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88
NOTE- 149p.; For the other titles in this series, see SP 032 099, SP 032 101-105, and SP 032 107.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affective Measures; Attitude Measures; Coping; *Evaluation Criteria; Evaluation Methods; *Program Evaluation; *Psychometrics; Questionnaires; *Stress Management

Intended as a resource for individuals wishing to evaluate stress management programs, this handbook, one of a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to stress management programs. Chapter 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 contains the measuring tools designed to be used in the evaluation and design of stress management programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief description of the purpose of the assessment instrument, as well as procedures for administering, scoring, and analyzing the resulting data. Chapter 4 describes how technical appraisals of the handbook's measures can be carried out. The three appendices contain amplified content descriptors for updating the various measures, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 889 SP 032 444

*Asker, Don*

The Interdependence of Leisure Activity and Cultural Values.

PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Influences; Global Approach; *Leisure Time; *Mass Media Role; Quality of Life; *Recreational Activities; *Social Attitudes

Important contributors to significant changes occurring worldwide are: the emergence of a global economy; substantial political and social change; new transmigration; and enormous technological development. The effects of these changes on cultural values, both at small community and national levels, are far reaching. National boundaries are no longer impervious to sophisticated communications media. This paper looks at some of the social implications of these changes and explores the connectedness of leisure activity to cultural values. It raises issues such as the role of media, the effect of the new technology, changes in people's expectations and social values, and the new spirit of self-determination that is sweeping marginalized communities large and small around the world. The paper seeks to raise questions about the future and suggests ways of monitoring and controlling the decisions people make that affect fundamental qualities of life. (Author/JD)

ED 320 948 TM 015 219

*Seybert, Jeffrey A.*
Assessment of College Outcomes: Student Educational Goal Attainment.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Community Colleges; Educational Assessment; *Educational Attainment; Followup Studies; Graduate Surveys; Higher Education; *Outcomes of Education; *School Effectiveness; Student Attrition; *Student Educational Objectives; Transfer Students; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Johnson County Community College KS

The assessment of the institutional effectiveness of community colleges is illustrated through a description of the assessment program used by Johnson County Community College in Overland Park (Kansas). Emphasis is on measures of the degree to which students meet their educational objectives, identified through career, transfer, and "leaver" statistics. The model used contains several components, including student and former student surveys, cognitive outcomes assessment, systematic program review, grade and attrition reports, and occasional community surveys and projects. A career student follow-up conducted in 1989 for students who completed a career program in 1985-86, surveyed 292 former students (75.8% of those contacted). A transfer student follow-up in 1989 sought information from students who had transferred to a four-year college. A mail survey resulted in 1,357 responses (27.8% of those identified). The survey of students who left the community college identified 8,624 who had attended some classes in 1988-89, but who did not reregister in 1990. A total of 2,847 completed surveys were returned by this group, a response rate of 33.0%. The types of data collected from these surveys provided valuable information about overall institutional effectiveness through a method particularly suited to the community college, where students' educational objectives may be extremely varied. Four tables present study data. (SLD)

ED 320 962 TM 015 270

*Preston, George L.*
Students' Preferences of Types of Problems Used in Science Education.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Science Education.
PUB DATE- Apr 90
NOTE- 27p.; Funding provided in part by a grant from New York Power Tool.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Improvement; Junior High Schools; *Middle Schools; Problem Solving; Science Education; Science Experiments; *Science Interests; Secondary School Science; *Secondary School Students; *Student Attitudes
IDENTIFIERS- *Preference Patterns

This exploratory study examined how middle-level students preferred to work on science and science-related problems. Assessing students' instructional preferences may be as important as determining their abilities before decisions about optimal forms of education can be made. Students' preferences may indicate the types of instruction most likely to improve or maintain academic motivation and give special insight into what would be generally effective instruction. Approximately 850 middle-level students (grades 7 through 9) from 13 urban, suburban, and rural schools in 9 New York State counties were surveyed. Questions on 15 problem areas in science were distributed across 5 survey forms. Each student was asked questions on three of the problem areas and an open-ended question about what they would most like to work on in science classes. Results show that middle-level students most preferred designing solutions to a problem as opposed to deciding what to do about it or finding reasons why it was a problem. Gender, race, and community type did not generally seem to make any difference. Nearly 80% of the students who suggested ideas for learning in science classes wanted more labs and experiments. Preference research can inform the study and practice of instructional design and the means by which preferences might influence student performance. Four data tables and 10 graphs are included. (Author/TJH)

ED 320 988 UD 027 512

Female Dropouts: The Challenge. Women's Educational Equity Act Publishing Center Digest, March 1990.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 90
NOTE- 5p.
AVAILABLE FROM- Women's Educational Equity Act Publishing Center, 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; Dropout Research; *Education Work Relationship; *Equal Education; *Females; High Schools; Literature Reviews; Low Income; Serials; Sex Bias; *Sex Fairness

This digest is the first in a series of quarterly publications about topics related to educational equity, which will also include reviews of related resources. Its main article examines the adverse lifetime consequences for females of dropping out from school. Women who fail to complete high school are penalized both by their lack of education, which is the fundamental key to employment; and by the still prevalent myth that men are the primary source of income for most families, even though 67 percent of American women work and 60 percent of those working women are either supporting families or are part of households where the husband's yearly earnings are less than $15,000. Women from poor families must overcome an especially difficult set of obstacles to successfully complete school. Despite the advances made in the past 30 years, schools are still primarily oriented towards the white, male student; females are denied teacher attention, socialized to be cooperative rather than aggressive, exposed to low expectations, and not provided pregnancy and childcare services that could increase the chances for young mothers to remain in school. Schools and teachers can help lower the female dropout rate by providing a bias-free educational environment that ensures that females achieve the same level of educational and economic opportunity as males. The second article, "WEEA Materials Key to Dropout Prevention for Girls," reviews seven publications that can be directly applied to the educational needs of females. (FMW)

ED 321 001 UD 027 546

*Short, Kathleen S.; Littman, Mark S.*
Transitions in Income and Poverty Status: 1985-86. Current Population Reports: Household Economic Studies.
**Bureau of the Census (DOC), Suitland, Md.**
PUB DATE- Jun 90
NOTE- 77p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Census Figures; *Economically Disadvantaged; *Economic Change; Economic Factors; *Economic Status; *Family Financial Resources; Income; *Individual Characteristics; Low Income; *Poverty; Surveys

This report presents data from the complete 1985 panel file of the Survey of Income and Program Participation (SIPP) on changes between 1985 and 1986 in the income and poverty status of persons. SIPP data make it possible to gauge movement along the whole income distribution and into and out of poverty for the same persons in two consecutive years. It also enables analysis of family composition change and its impact on income and poverty status. Section 1, "Highlights," covers the following topics: (1) changes in income; (2) changes in income-to-poverty ratios; and (3) changes in poverty status. Section 2, "Year-To-Year Changes in Income: 1985-86," covers the following topics: (1) distribution of family or individual income by selected characteristics; (2) year-to-year changes in family or individual income quintals; (3) distribution of income-to-poverty ratios; and (4) distribution of percent change in income-to-poverty ratios. Section 3, "Movement Into and Out of Poverty: 1985-86," discusses the distances of persons above or below the poverty level and differences in transitions of persons by selected characteristics. Section 4, "Technical Notes," contains the computation information for the study. Section 5, "User Comments," contains a request for comments from readers. The following information is appended: (1) overview of the SIPP Program; (2) definitions and explanations; (3) source and accuracy of estimates; and (4) description of SIPP 1985 Panel File and data quality. Twenty-four tables and one figure are included. (JS)

ED 320 695 PS 018 886

Latchkey Guidelines: Suburban Model (Groveport-Madison Local School District).

**Groveport-Madison Local School District, Groveport, OH.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.**

PUB DATE- 86

NOTE- 105p.; For other models, see PS 018 885-893. Appended newsletters have poor quality computer type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- After School Programs; Demonstration Programs; Elementary Education; *Extended School Day; Guidelines; *Latchkey Children; Models; Newsletters; Program Descriptions; *Program Development; *Program Implementation; Scheduling; School Age Day Care; *Suburban Schools

IDENTIFIERS- *Program Characteristics

Provided are guidelines for developing and implementing a before- and after-school child care program for elementary school students in suburban areas. Guidelines are based on the experience of Ohio's Groveport-Madison Local School District. Contents concern: (1) the process of establishing need; (2) the process of laying the groundwork; (3) first steps after approval; (4) an information sheet; (5) a program prototype; (6) the process of moving toward implementation; (7) objectives; (8) discipline policy; (9) job descriptions; (10) a staff record; (11) a registration form; (12) emergency medical authorization; (13) a health record; (14) a parent handbook for the extended-day program; (15) an hourly use card; (16) a sign-out card; (17) a daily time schedule; (18) examples of payment plans; (19) equipment and supplies; (20) day-to-day operation; (21) an activity list; (22) books and newsletters; (23) a publicity slide presentation of activities; and

(24) an outline for program development. About a third of the manual consists of appended newsletters and calendars of activities. (RH)

ED 320 749 RC 017 608

*Reynnells, M. Louise, Comp.*
Federal Funding Sources Available to Local Governments for Rural Areas. Rural Information Center Publication Series, No. 4.
**Extension Service (DOA), Washington, D.C.; National Agricultural Library, Beltsville, MD.**
PUB DATE- Aug 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; *Community Development; Community Programs; *Community Services; Conservation (Environment); *Educational Finance; *Federal Aid; Federal Programs; *Grants; Housing; Human Services; Reference Materials; *Rural Areas; Rural Development
IDENTIFIERS- Food Distribution Programs; *Loan Programs

This publication contains information on 101 federal programs that provide funding to rural projects initiated by local governments, public agencies, tribal governments, nonprofit organizations, educational institutions, citizen groups, and individuals. Eligible local project categories include conservation, farm ownership and operation, housing, economic development, community services, nutrition, educational services, public transportation, small businesses, and job training. The funding programs are administered by the Department of Agriculture (29 programs), Department of Commerce (10), Department of Health and Human Services (13), Department of Housing and Urban Development (8), Department of Education (13), and 10 other federal departments and agencies. Each citation outlines program objectives, types of assistance available, uses and use restrictions, eligibility requirements, information contacts, and examples of funded projects. This information was compiled from an online system, the Federal Assistance Programs Retrieval System (FAPRS), and the print version of this database, the Catalog of Federal Domestic Assistance, 1989. Information on how to access FAPRS and how to obtain the catalogue is provided. (SV)

ED 320 795 SO 020 828

Echoes of Oregon, 1837-1859.
Oregon State Office of the Secretary of State, Salem. Archives Div.
PUB DATE- 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Archives; Class Activities; *Discovery Learning; *History Instruction; *Inquiry; Instructional Innovation; Instructional Materials; Secondary Education; *State History; Teaching Guides; United States History
IDENTIFIERS- *Oregon

Teaching history with original documents is a stimulus for the inquiry method of learning. A curriculum packet produced by the Oregon State Archives contains 24 historical document facsimiles with an accompanying instructors manual. Selected from the state archives with an explanation of each document and questions for discussion provided, the documents were chosen to reveal how government touched the lives of its citizens and Oregon 150 years ago. On the opposite side of the verbatim transcription of each document is: a brief history of the period and a chronology of events is included, with suggestions for further reading; an explanation of difficult words and terms used in the document; a sketch of the historical and social context; and questions that could lead to further discussions. Document 3 describes the process by which a citizen could bid at an auction for the housing and care of a "lunatic." An Oregonian named Eli Smith, certified as insane by a Justice of the Peace, was entrusted to an Andrew Hembrie, who was subsequently paid $365.00 for one year for his care. Document 5 describes a $30.00 reward for men who deserted a United States schooner, and Document 24 is a divorce petition on grounds of non-support and cruelty. (NL)

ED 320 809 SO 020 904

1990 Census: Celebrate Me! Celebrate You! Celebrate U.S.! Supplement to the 1990 Census Education Project.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Sep 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; *Demography; Instructional Materials; Multicultural Education; *Profiles; Secondary Education; Social Studies
IDENTIFIERS- *Census 1990

A kit containing 10 classroom activities with student work sheets, background information, a glossary, and samples of census data current and past is presented. The material is designed as a classroom resource to learn about the value and significance of the national census. Suggested topics for outreach activities; classroom materials; a facsimile of the 1990 census questionnaire; and a data handout on race, Hispanic origin, and selected ancestry groups from the 1980 census are included. (NL)

ED 320 826 SO 020 952

*Bombarde, Odile*
The Barbarians. Young Discovery Library Series: 10.
REPORT NO.- ISBN-0-944589-10-3
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Donald Grant.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Ancient History; Childrens Literature; Educational Resources; Elementary Education; Foreign Countries; *History Instruction; Instructional Materials; Library Materials; *Medieval History; *Social Studies; Visual Aids; Western Civilization
IDENTIFIERS- *Barbarians; Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume chronicles the life and times of the Barbarians. The book covers the time period from the 5th century B.C. in Greece through the Viking invasion of coastal Europe in the 9th century A.D. Various Barbarian groups are discussed including the Huns from Asia, the Vandals in Spain, the Franks in France, and the Saxons in England. The plague, religions, customs, and laws are explained and illustrations present information about the culture and society of the people who lived during this time period. (NL)

ED 320 906 SP 032 490

Profile of Georgia Public School Personnel. 1985-1986, 1986-1987, 1987-1988.
**Georgia Professional Standards Commission, Atlanta.**
PUB DATE- Jun 89
NOTE- 149p.; For a related document, see SP 032 492.
AVAILABLE FROM- Georgia Professional Standards Commission, 2945 Flowers Rd. South, Suite 107, Atlanta, GA 30341 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Elementary Secondary Education; Employment Statistics; *Faculty Mobility; Policy Formation; Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation); *Trend Analysis

This document contains 3 years of factual profile information on the entire Georgia public school work force and forms the contextual framework upon which the complexities affecting teacher supply and demand can be applied and statistically analyzed. Data were aggregated by state totals, by each school year, by field and subject area categories, by gender and age, by years of state experience, and by the individual certification status used for salary purposes. The data are presented and analyzed under four headings: Georgia public school personnel, Georgia public school attrition, Georgia's demographic regions, and certification in Georgia. Descriptive statistics are presented in the form of tables, charts, and narratives. The statistics were compiled to help state planners and administrators address such problems as an aging teaching force, early attrition, and regional teacher shortages in critical academic fields coupled with declining numbers of newly graduated teachers both in Georgia and nationally. (JD)

ED 320 975                                    UD 027 483

*Fliegel, Sy*
Parental Choice in East Harlem Schools.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Case Studies; *Educational Improvement; Elementary Secondary Education; Family School Relationship; *Nontraditional Education; *Parent Participation; Position Papers; *Program Development; *Public Schools; *School Choice; Urban Schools
IDENTIFIERS- *New York (New York)

Poor students and parents in the East Harlem schools of New York City's Community District 4 should have the same opportunity to obtain the benefits of school choice available to the wealthy, who can afford private and parochial schools. Parental choice can provide the catalyst for educational reform by introducing a market mechanism to the public educational system, creating a marketplace for new ideas, innovations, and investment. A choice plan also increases the sense of ownership of parents, students, teachers, and administrators. The following components have been incorporated into the development of 23 successful alternative schools in East Harlem: (1) public education has a responsibility to provide diverse educational opportunities; (2) each school needs an individual mission; (3) teaching and learning are inextricably intertwined; (4) students, parents, and personnel respond positively to respect and high expectations; (5) smaller schools encourage strong student-teacher relationships and decrease alienation; and (6) extending ownership of the school to students, parents, and professional staff enhances achievement and performance. Any school can maximize the potential of staff and students by encouraging staff to develop innovative programs based on their interests, talents, or philosophical beliefs, but slow, organic growth is the key to developing a successful choice system. The development of the Better Education Through Alternatives (BETA) School, the Jose Feliciano School for the Performing Arts, Central Park East, and the Manhattan Center for Science and Mathematics are examples of the effectiveness of alternative educational offerings. Statistical data are included on two tables. A list of 11 references is appended. (FMW)

ED 320 780 SE 051 527

Still More Science Activities. 20 Exciting Activities To Do!
Smithsonian Institution, Washington, D.C.
REPORT NO.- ISBN-0-929648-01-3
PUB DATE- 89
NOTE- 158p.; For a related document, see SE 051 526.
AVAILABLE FROM- Galison Books, 36 West 44th Street, Room 910, New York, NY 10036 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Elementary School Science; Elementary Secondary Education; Intermediate Grades; *Laboratory Procedures; *Middle Schools; Physical Sciences; *Science Activities; Science Education; Teaching Guides

Science and technology affect every facet of human life. By the 21st century, society will demand that all of its citizens possess basic competencies in the fundamentals of science and the use of technology. As science increasingly becomes the dominant subject of the work place, it is important to begin developing within children an understanding and appreciation of science early in their lives. This book provides suggestions for interactive science activities that can be done in a variety of settings, using inexpensive and readily available materials. The activities are designed as supplementary curricular materials and educational guides for use in teaching science. Each of the 20 activities in this book includes a list of materials, some background information, procedures, and suggestions for variations. Topics in this volume include stars; sundials; whistles; timers; chromatography; making a 3-D viewer; brine shrimp; making a bottle greenhouse; science toys; tie dying; periscopes; earthworms; solar cookers; cylinders; kitchen botany; germs; making paper; bread; yogurt; and pinhole cameras. (CW)

ED 320 844 SO 030 008

*Lopes, Fatima; Tavares, Tony*

Multicultural Education Resource Book, K-4.

**Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.**
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; Educational Resources; Elementary Secondary Education; *Global Approach; Instructional Materials; Learning Activities; *Multicultural Education; Social Studies; Visual Aids

A collection of creative, imaginative, classroom activity units designed for grades K-4 is presented. Using a multicultural approach, each unit is to be utilized in teaching various subjects such as language arts, mathematics, music, science, social studies, and home economics. Each section includes a source for creative ideas to enhance learning; an activity sheet; an "open-ended ideas" list of approaches; and a cultural activity segment. A brief list of resources for each segment is provided. Examples of the material are: a multicultural mathematics puzzle for children to solve using Egyptian numerals; adding and subtracting problems using the Attic-Greek numerical system; Japanese optical and geometrical art; and a French puzzle using 28 dominoes. (NL)

ED 320 875 SP 032 418

*Denbo, Sheryl*

Improving Minority Student Achievement: Focus on the Classroom.

**American Univ., Washington, DC. Mid-Atlantic Equity Center.**
PUB DATE- 88
NOTE- 219p.
AVAILABLE FROM- The Mid-Atlantic Equity Center, 5010 Wisconsin Ave, NW, S-310, Washington, DC 20016 ($3.50, limited quantity).

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Students; *Classroom Environment; Elementary Secondary Education; *Hispanic Americans; Inservice Teacher Education; *Low Achievement; Self Evaluation (Individuals); Student Reaction; *Teacher Behavior; *Teacher Expectations of Students; Teacher Student Relationship; Training Methods

This training manual presents information on the relationship between the educational environment and minority student underachievement. The materials presented are designed to assist teachers in establishing positive student-teacher relationships and to create a challenging and friendly classroom climate. The training package, designed to be used by a principal or other appointed facilitator, provides a framework for a 4-month inservice training period. The first four units contain training sessions designed to provide teachers with background information on teacher expectations. Each unit includes: objectives, activities, instructions and materials for mini-lectures/discussion topics, transparencies, worksheets for small group activities, and participant information sheets. Units 5 through 10 focus on skills development through teacher self-evaluation and peer evaluation. The focus is on practice exercises, teacher self-evaluation procedures and forms, peer observation procedures, and assignments for completion by participating teachers. An extensive bibliography is included. (JD)

ED 320 890                SP 032 445

*Schwartz, Henrietta S., Ed.; And Others*
Collaboration: Building Common Agendas. Teacher Education Monograph No. 10.
**American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-09333-065-5
PUB DATE- Feb 90
NOTE- 253p.; Papers presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
CONTRACT- RI88062015
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Agency Cooperation; *College School Cooperation; *Cooperative Learning; Elementary Secondary Education; Higher Education; *Institutional Mission; Minority Group Teachers; *Needs Assessment; Preservice Teacher Education; Teacher Recruitment

This book offers a collection of papers from a conference focused on various aspects of school/college collaboration, edited so as to form a coherent presentation. The papers are grouped into five chapters, each with its own theme. Chapter 1, on the nature of collaboration, aims to promote inquiry into research, theory, and application concerning the nature of collaboration and the necessary conditions for successful partnerships. This chapter also contains a speech by former Education Secretary Terrel H. Bell and a summary of a symposium on cooperative learning. Chapter 2, on implementation strategies, contains discussions on general lessons to be drawn from successful programs and those programs' characteristics, and on the re-emerging importance given to teacher preparation. Chapter 3, on role relationships/leadership, considers the coming educational challenges presented by demographic trends; the changing roles and responsibilities of university, school, and union personnel working in collaboration; and the nature of leadership. Chapter 4, on context variables, focuses on the factors influencing the outcome of a collaborative project. Finally, chapter 5, on collaborative models, presents reports on different in-place programs. A featured symposium assessing current issues in educational reform and the requirements of effective collaboration conclude the document. (JD)

ED 320 921 TM 014 990

*Englehard, George, Jr.*

Thorndike, Thurstone and Rasch: A Comparison of Their Approaches to Item-Invariant Measurement.

SPONS. AGENCY- National Academy of Education, Washington, D.C.
PUB DATE- 2 May 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Table 1 contains small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability Identification; Comparative Analysis; Elementary School Students; Estimation (Mathematics); Grade 5; Intermediate Grades; Item Response Theory; Performance; *Scoring; *Test Items; *Theory Practice Relationship
IDENTIFIERS- Ability Estimates; *Item Invariance

The methods used by E. L. Thorndike, L. L. Thurstone, and G. Rasch to address issues related to item-invariant measurement and the scoring of individual performance are compared. The analyses highlight the close connection among the three methods, and suggest that progress in measurement theory reflects the movement from essentially ad hoc methods to theory-based procedures for dealing with measurement problems. Data from a 1914 study by Thorndike involving 40 fifth-grade students are used to illustrate how Thorndike, Thurstone, and Rasch would approach the problem of obtaining item-invariant estimates of ability on a visual vocabulary scale. Five tables and eight figures illustrate the comparisons. A 40-item list of references is included. (Author/SLD)

ED 320 935 TM 015 169

*Clark, Henry T., III; And Others*

# Cognitive Style and Competence in Mathematics Problem Solving.

PUB DATE- Feb 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; Competence; *Field Dependence Independence; Higher Education; *Mathematics Tests; *Problem Solving; Visual Measures; *Word Problems (Mathematics)
IDENTIFIERS- Hidden Figures Test

Fifty-five college students participated in a study investigating the effect of field dependence and time limitations on the solution of mathematics word problems and visual interpretation problems. Field-independent (n=25) and field-dependent (n=30) subjects represented the upper and lower thirds on the Hidden Figures Test. Field-independent subjects scored higher than did field-dependent subjects on both base and complex word problems, but there was no difference between the groups on visual problems. Although effects for time were found, they appeared to be artifactual. Results are discussed in terms of the relationship between the demands of the verbal and visual problems, and differences in restructuring abilities of field-independent and field-dependent learners. Two tables and three graphs contain study data. (Author/SLD)

ED 320 696 PS 018 887

Latchkey Guidelines: Urban Model (Cleveland City School District). After School Child Care Program for Latch Key Children.

**Cleveland Public Schools, Ohio.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.**

PUB DATE- 87
NOTE- 83p.; For other models, see PS 018 885-893.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Demonstration Programs; Guidelines; *Latchkey Children; Models; Program Descriptions; *Program Development; *Program Implementation; Questionnaires; Records (Forms); Scheduling; School Age Day Care; Student Transportation; *Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH; *Program Characteristics; Program Objectives

This manual details the events which led to the opening, in April, 1986, of the Cleveland (Ohio) Public Schools' Family Life After-School Program for urban latchkey children. Sections of the manual concern: (1) assessment of need; (2) resource inventory; (3) community input; (4) planning; (5) program design; (6) site selection; (7) program size; (8) times when the program operates; (9) curriculum; (10) transportation; (11) budget and funding; (12) policies and procedures; (13) client recruitment; (14) the purposes of 13 needed forms; (15) evaluation and monitoring; and (16) program assessment results. About half of the manual consists of appendices providing survey materials, a resource assessment form, lists of goals and objectives, a preliminary outline, a daily schedule and planning sheet, job descriptions, transportation responsibilites and records, a summary of adult education's early childhood program development grant data, program guidelines, publicity materials, and other forms. (RH)

ED 320 736 RC 017 587

*Helge, Doris*
Rural Family-Community Partnerships: Resources, Strategies, and Models.
**American Council on Rural Special Education (ACRES), Bellingham, WA.; Western Washington Univ., Bellingham. National Rural Development Inst.**
PUB DATE- Sep 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; Cultural Differences; Educational Cooperation; Educational Resources; Elementary Secondary Education; Family Programs; *Family Role; Family School Relationship; Models; *Program Development; Rural Education; *Rural Family; *Rural Urban Differences; Special Education; *Special Needs Students; *Special Programs
IDENTIFIERS- Rural Culture

This report describes factors distinguishing rural families with special-needs children and their communities from those in non-rural settings. Rural communities have distinct environments and unique strengths and weaknesses, differing even among themselves. A diversity among rural lifestyles, values, resources, and other socio-cultural factors call for unique responses to the needs of rural special-needs children and their families. The involvement of families in rural programs is essential for success. Interagency cooperation is also important. Funding inadequacies, staff recruiting problems, transportation difficulties, professional isolation, staff development needs, support services, and local resistance to change are all hindrances to such family-community collaboration. Factors to be considered when designing a service-delivery system for rural disabled children include: population sparsity, topography, cultural diversity, language differences, economic lifestyles, students' ages and level of disability, history of services, available resources, cost efficiency, and governance systems. This document describes many successful working service-delivery models and strategies. Service-delivery strategies discussed include the use of (1) non-school personnel; (2) power and communications sources; and (3) responses to family needs. The document concludes that, while community characteristics may differ, planners may identify variables to design appropriate, individualized models meeting the needs of children, parents, communities, and service agencies. (TES)

ED 320 764 SE 051 453

*Blosser, Patricia E.*
The Impact of Educational Reform on Science Education. ERIC/SMEAC Science Education Digest, No. 4.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-16
PUB DATE- 89
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; *Elementary School Science; Elementary Secondary Education; *Graduation Requirements; *Science Curriculum; Science Education; *Science Tests; *Secondary School Science
IDENTIFIERS- ERIC Digests

This digest focuses on the impact of the educational reform movement on science education. Topics reviewed are: (1) "What is the message of educational reform?"; (2) "What changes have occurred?" listing increasing graduation requirements and lengthening schooling; (3) "Have educational reform efforts improved education?" reporting the recoveries of achievement scores and the lack of change in teaching methods; and (4) "What are some recommended actions?" suggesting focusing attention on middle school and low-achieving students, and designing an indicator system to track the reform. Fourteen references are listed. (YP)

ED 320 810 SO 020 907

Africa Today: An Atlas of Reproducible Pages. Revised Edition.
**World Eagle, Inc., Wellesley, MA.**
REPORT NO.- ISBN-0-930141-30-X
PUB DATE- 90
NOTE- 199p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181 ($25.50, paperback; $26.50, looseleaf--ISBN-0-930141-31-8; $36.95, hardcover--ISBN-0-930141-32-6).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- Area Studies; Atlases; Charts; Demography; Developing Nations; Diagrams; Elementary Secondary Education; Global Approach; Graphic Arts; Human Geography; Instructional Materials; Maps; Social Studies; Tables (Data)
IDENTIFIERS- *Africa

A collection of reproducible black and white maps, charts, and graphs for classroom use profiles Africa today. Individual country maps were originally produced by the United Nations, U.S. Department of State, and the U.S. Central Intelligence Agency. The material depicts the continent's (1) size, (2) population, (3) resources, (4) commodities, (5) trade, (6) languages, (7) religions, (8) cities, (9) food and agriculture, (10) health, (11) schooling, (12) jobs, (13) energy, (14) industry, (15) demographic statistics, and (16) aspects of governments. (NL)

ED 320 859 SP 032 103

Nutrition Education. Program Evaluation Handbook.
IOX Assessment Associates, Culver City, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88
NOTE- 206p.; For the other titles in this series, see SP 032 099, SP 032 101-105, and SP 032 107.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affective Measures; Attitude Measures; *Eating Habits; *Evaluation Criteria; Evaluation Methods; Health Education; *Nutrition Instruction; *Program Evaluation; *Psychometrics; Questionnaires

Intended as a resource for individuals wishing to evaluate nutrition education programs, this handbook, one of a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to nutrition education programs. Chapter 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 contains the measuring tools designed to be used in the evaluation and design of nutrition education programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief description of the purpose of the assessment instrument, as well as procedures for administering, scoring, and analyzing the resulting data. Chapter 4 describes how technical appraisals of the handbook's measures can be carried out. The three appendices contain amplified content descriptors for updating the various measures, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 949 TM 015 220

*Millsap, Roger E.*
Component vs Factor Analytic Approaches to Longitudinal Data.
PUB DATE- Jun 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Psychometric Society (Toronto, Ontario, Canada, June 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Software; Cross Sectional Studies; Error of Measurement; *Factor Analysis; *Individual Differences; *Longitudinal Studies; *Mathematical Models; Multivariate Analysis; *Regression (Statistics)

A component analytic method for analyzing multivariate longitudinal data is presented that does not make strong assumptions about the structure of the data. Central to the method are the facts that components are derived as linear composites of the observed or manifest variables and that the components must provide an adequate representation of the observed variables. Specifically, the components are derived so as to minimize the sum of squared errors in the linear regression of observed component variables. Although no structural assumptions are required, the method derives components under a variety of stationary constraints. An advantage of the method for researchers studying change at the individual level is that scores on the derived components are uniquely calculable and have clear properties. The method might, therefore, be usefully applied as a precursor to the application of strong models for change in the component scores at the individual level. The method can easily be generalized to encompass data measured longitudinally in multiple groups. A program has been written in FORTRAN to perform the method's analysis, although the program is not "exportable" at this time. An example of the application of the component analysis method is presented. (TJH)

ED 320 963 TM 015 271

*Randhawa, Bikkar S.; And Others*

Mathematical Competence: Personal and Social Influences.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Career Choice; Comparative Testing; Course Selection (Students); Foreign Countries; Grade 12; High Schools; *High School Students; Instructional Effectiveness; *Mathematics Achievement; Mathematics Tests; Multivariate Analysis; *Secondary School Mathematics; *Self Efficacy; *Sex Differences; *Social Influences; Student Motivation
IDENTIFIERS- Canada

In mathematics, Canadian students perform poorly, and enrollment in Canadian postsecondary institutions is low, particularly for women. Clearly, there is a need to understand the personal and social factors that influence mathematics achievement and academic choices. A. Bandura's self-efficacy theory (1977, 1982) implies that academic choices are based on expectations of personal efficacy. In this study, differences distinguishing students who did and those who did not plan to pursue math-related postsecondary programs, and those distinguishing males and females with respect to math achievement, learning and instructional processes, and internal motivation variables were assessed. A total of 191 12th-grade algebra students (99 males and 92 females) enrolled in three Canadian schools were administered a mathematics test, three rating scales, and a questionnaire. Multivariate analysis of variance showed that the effects of gender and intention to pursue a program were significant, but interaction effects were not. These findings suggest that, for both male and female students, instructional approaches that increase student motivation for and enjoyment of mathematics are most likely to increase participation and achievement in mathematics. More emphasis should be placed on the usefulness and relevance of math to everyday life. Five data tables are included. (Author/TJH)

ED 320 710 RC 017 386

*Beck, Lawrence; And Others*
Promoting Simple Living in a Materialistic Society.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the National Conference of the American Camping Association (Seattle, WA, February 27-March 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Camping; Conservation (Environment); *Life Style; Outdoor Education; *Quality of Life; Social Attitudes; *Social Values; *Values Education
IDENTIFIERS- American Dream; *Materialism; *Voluntary Simplicity

The American dream is a dream filled with inexhaustible resources, boundless opportunities, and untold wealth. Fueled by the "psychology of affluence"--a social attitude that encourages us to want and expect more of everything--the dream equates quality of life with material wealth and assumes that our fulfillment in life is independent of the condition of others. Consumption becomes an end in itself, a ludicrous notion when that which is consumed is finite and irreplaceable. An alternative to this childish dream is the philosophy of voluntary simplicity, which promotes a lifestyle compatible with the collective needs of the larger community and consciously refutes the belief in materialism as the way to human fulfillment. The truly important ingredients in human fulfillment are mental, not material, and include infinite resources--knowledge and meaningful associations with others. Organized camping can foster the idea of simple living and promote emotional, spiritual, and intellectual growth and development as the highest forms of human fulfillment. Camp policies and administrative actions should emphasize the ideals of simple living; several possibilities are: (1) a waste management program that uses recycling; (2) energy conservation practices; (3) simple, healthy foods that are not overpackaged; (4) intimate contact with the natural environment; (5) minimum impact or "no trace" camping practices in natural areas; (6) character development through reflection; and (7) community cohesion among diverse fellow campers. The document contains 11 references. (SV)

ED 320 723 RC 017 568

*Collins, Timothy*
Native Americans in Central Appalachia: A Bibliography. First Edition. ASPI Research Service.
**Appalachia Science in the Public Interest, Livingston, KY.**
SPONS. AGENCY- Appalachian Community Development Association, Cincinnati, Ohio.; Cambridge Center for Social Studies, Mass.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Literature; *American Indian Studies; Anthropology; Archaeology; Ethnology; *Rural American Indians; Sociology
IDENTIFIERS- *Appalachia; Cherokee (Tribe); Shawnee (Tribe)

This bibliography lists available literature relating to the American Indians of Appalachia. Containing approximately 540 entries, the list includes publications on American Indians from prehistoric times up to the present. The materials focus primarily on the Shawnee and Cherokee tribes, which inhabited portions of what is now called central Appalachia, embracing the mountainous parts of Ohio, West Virginia, Kentucky, Virginia, Tennessee, and North Carolina. The listed citations touch upon areas of history, sociology, anthropology, and archeology, giving researchers access to information on the world of the Appalachian Indian: eating habits, migration routes, the use of African-American slaves, hunting grounds, medicines, relations with other Indians and White colonial powers, political systems, and intra-tribal struggles. Aside from Appalachian states, the cited literature also extends to surrounding areas, where the Shawnee and Cherokee carried their influence. This bibliography includes monographs, periodical articles, museum papers, bibliographies, handbooks, and other types of documents, organized alphabetically by authors and titles. (TES)

ED 320 750 RC 017 609

*Yoas, Helen, Comp.*
Rural Development Resources in the National Agricultural Library Collection, 1980-1987. Rural Information Center Publication Series, No. 6.
**Extension Service (DOA), Washington, D.C.; National Agricultural Library, Beltsville, MD.**
PUB DATE- Aug 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Education; *Agriculture; *Community Development; *Economic Development; Library Materials; Publications; Reference Materials; *Rural Areas; *Rural Development; Rural Economics; *Rural Sociology
IDENTIFIERS- National Agricultural Library DC

This bibliography consists of 72 publications related to agricultural development, community development, rural development, economic development, and rural sociology. The entries, all published in the 1980s, and available from the National Agricultural Library's (NAL) Rural Information Center, are broken down as follows: 32 journal articles; 15 books; 14 journals; 6 articles of international interest, 5 audiovisual resources; 4 bibliographies; and several indexes and abstract sources. Each entry includes author, title, publication date, publication source, paging, the NAL call number, and, in some cases, a brief abstract. (TES)

ED 320 796 SO 020 849

*Wilson, Donald C., Ed.; And Others*

Asia and the Pacific: Issues of Educational Policy, Curriculum, and Practice.

SPONS. AGENCY- British Columbia Univ., Vancouver.; Canadian International Development Agency, Ottawa (Ontario).; Curriculum Development Centre, Canberra (Australia).; East-West Center, Honolulu, HI.
REPORT NO.- ISBN-1-55059-008-1
PUB DATE- 90
NOTE- 193p.; This book contains selected papers presented at the International Social Studies Conference on the Pacific Rim (1st, Vancouver, British Columbia, Canada, June, 1988).
AVAILABLE FROM- Detselig Enterprises Limited, P.O. Box G 399, Calgary, Alberta, Canada T3A 2G3 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; Class Activities; Curriculum Development; Educational Change; *Educational Policy; Educational Trends; Elementary School Curriculum; *Foreign Countries; Futures (of Society); *Global Approach; International Educational Exchange;

Non Western Civilization; Secondary School Curriculum; Social Studies; World Affairs
IDENTIFIERS- *Asia; *Pacific Rim

The Pacific region is growing in worldwide importance in terms of politics, economics, and culture. The emergence of this area of the world provides an opportunity for new directions in social studies education. This book addresses the Pacific Rim issues from the viewpoints of educators from 9 Pacific nations: Australia, Canada, Fiji, Japan, Malaysia, People's Republic of China, Philippines, South Korea, and the United States. The book is divided into three sections: policy issues, curriculum issues, and classroom activities; each section is followed by an evaluative commentary on the section. The book contains 24 papers. (DB).

ED 320 827 SO 020 953

*Courtault, Martine*
Going West: Cowboys and Pioneers. Young Discovery Library Series: 21.
REPORT NO.- ISBN-0-944589-21-9
PUB DATE- 89
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Donald Grant.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; Educational Resources; Elementary Education; *History Instruction; Instructional Materials; Library Materials; *North American History; *Social Studies; Visual Aids
IDENTIFIERS- *Cowboys; *Pioneer Life; Trade Books; United States (West)

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume describes the pioneers westward movement across the United States; relates the experiences of crossing the Great Plains; and talks about the jobs that grew out of the experiences: trappers, cowboys, and prospectors. Brief biographies of men like Buffalo Bill Cody are given and a discussion of what life was like after 1830 is presented. (NL)

ED 320 907 SP 032 491

Prevention of Communicable and Noncommunicable Diseases. Health Module.

Connecticut State Dept. of Education, Hartford.
PUB DATE- 90
NOTE- 100p.; Funded through a grant from the Juvenile Justice Advisory Committee through the Office of Policy Management.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Communicable Diseases; *Cooperative Learning; *Diseases; Elementary Secondary Education; *Health Education; Hygiene; *Learning Activities; Lifestyle; Prevention; Teaching Guides; Teaching Methods
IDENTIFIERS- Connecticut

This health module presents specific objectives for a health education course on prevention of communicable and noncommunicable diseases. It presents specific objectives together with suggested activities to meet those objectives. Several suggested activities incorporate the teaching strategy of cooperative learning as a means to assist in student bonding. The module is divided into four major grade groups: primary, upper elementary, middle school/junior high school, and high school. Each suggested activity in the module is categorized in five areas. Three of the five areas are related to the anticipated, applied level of thinking skills needed by the student to complete the activity. The other two components indicate if the activity involves the application of skill and/or a bonding technique. Bonding application lessons refer to activities which involve the formation of relationships with peers, family, or community. (JD)

ED 320 976 UD 027 484

*Hood, John*
Education: Is America Spending Too Much?
Cato Inst., Washington, DC.
PUB DATE- 18 Jan 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Cost Effectiveness; *Educational
  Change; Educational Equity (Finance); *Educational Finance;
  Educational Research; Elementary Secondary Education; *Federal Aid;
  School Choice; School District Autonomy; School District Size;
  *School Restructuring; Teacher Salaries
IDENTIFIERS- *Policy Analysis

Federal spending on education has risen steadily over the past three decades to unprecedented levels. However, research indicates that "money neutral" solutions, such as local control and parent choice, are the real keys to educational reform. Educational spending, after correction for inflation, has increased each year since the 1929/30 school year. The United States also spends more on education as a percentage of its gross national product (6.8 percent in 1986) than do most of the countries whose students outperform American students on standardized tests. Yet, of 65 studies on the relationship between expenditures and pupils, only 20 percent found any evidence of the positive impact of spending on learning, 75 percent found no impact, and about 5 percent found a negative impact. Furthermore, 78 percent of studies on reforms based on increased teacher salaries found no impact on student performance; and studies on equalizing government spending in school districts throughout a given state or merging neighboring districts into "megadistricts" indicate that larger district size, not pupil expenditures, is associated with lower standardized test scores. The success of experiments in decentraliization, in local control of schools, and in parent choice indicate the value of structural reforms. Statistical data are included on two tables. Forty-three footnotes are included. (FMW)

ED 320 989 UD 027 513

*Curry, G. David; Spergel, Irving A.*
Differential Patterns of Gang Involvement among Hispanic and Black Adolescent Males: Promise for Prevention? Draft.
REPORT NO.- 117-EH60010
PUB DATE- 23 Mar 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Sociological Society (Louisville, KY, March 23, 1990).
GRANT- G0086-10962
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Black Students; *Delinquency; Hispanic Americans; *Identification; Intermediate Grades; *Juvenile Gangs; *Racial Differences; Research Methodology; Social Science Research; Urban Schools
IDENTIFIERS- *Hispanic American Students; Illinois (Chicago)

An examination of the incidence of eight activities believed to be associated with gang membership indicates different patterns of gang involvement for urban Black and Hispanic males. The following activities are examined: (1) perceived advantage in gang membership; (2) hanging out where gang members hang out; (3) having friends identified as gang members; (4) flashing gang signs; (5) wearing gang colors; (6) committing delinquent acts in the company of gang members; (7) being attacked in a gang-related incident; and (8) being the attacker in a gang-related incident. Information was gathered from a survey of 139 Hispanic and 300 Black males in grades 6 through 8 at 4 inner city Chicago schools, police, and school records. Analysis indicates that a majority of both groups demonstrated at least some limited gang experience or identification but different patterns of involvement were discovered between the two. Cronbach's alpha indicated a respectable level of inter-item reliability for both groups. School and police records were used to assess external validity. Fitting Rasch models to the eight items for the two subsamples produced two different, internally valid, seven-item scales. Statistical data are included on 13 tables. A list of 20 references is appended. (FMW)

ED 320 781 SE 051 528

*Pedicord, Susan*
AVR Teacher's Resource Guide for Solid Waste and Recycling Education.
**Association of Vermont Recyclers, Montpelier.**

SPONS. AGENCY- Vermont Agency of Natural Resources, Montpelier.; Vermont State Dept. of Education, Montpelier.
PUB DATE- 89
NOTE- 354p.
AVAILABLE FROM- Association of Vermont Recyclers, P.O. Box 1244, Montpelier, VT 05601 (free to Vermont teachers, $45.00 to out-of-state teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Science; *Elementary Secondary Education; *Environmental Education; Middle Schools; *Natural Resources; Pollution; *Recycling; Science Activities; Science Education; Secondary School Science; *Solid Wastes; Teaching Guides; Wastes
IDENTIFIERS- *Vermont

Although there has been a number of teacher's guides for solid waste and recycling published, none have been specific to the state of Vermont or tailored to the needs of its teachers. This guide is designed to fill that need and is meant to give busy teachers a resource for integrating this important topic into their existing schedules and required courses. The guide is organized into four levels; grades K-3, 4-6, 7-8, and 9-12. Within each level, the activities are organized under three topics: (1) "What is Waste?," including origins, natural resources, and society; (2) "How Do We Manage Waste?," including waste handling and litter; and (3) "How Can We Reduce Waste?," including changing habits, recycling, and composting. An information section organized in the same manner as the activity section lists resources from the state of Vermont and national sources. Bibliographies for further readings are appended. (CW)

ED 320 845 SO 030 009

*Landers, Jane*
Black/Indian Interaction in Spanish Florida.
PUB DATE- 24 Mar 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Organization of American Historians (Washington, DC, March 24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *American Indian History; *Black History; *Colonial History (United States); Higher Education; *Indigenous Populations; Secondary Education; *Slavery; State History
IDENTIFIERS- *Florida

The history of the lives of non-white peoples in the United States largely has been neglected although the Spanish bureaucrats kept meticulous records of the Spanish Mission period in Florida. These records represent an important source for the cultural history of these groups and offer new perspectives on the tri-racial nature of frontier society. Africans as well as Indians played significant roles in Spain's settlement of the Americas. On arrival in Florida the Africans ran away from their captors to Indian villages. The Spanish, perceiving an alliance of non-white groups, sought to separate them, and passed special legislation forbidding living or trading between the two groups. There were continuous episodes of violence by the Indians who resisted Spanish labor and tribute demands, efforts to convert them, and changes in their social practices. Villages were reduced to mission sites where they could more readily supply the Spaniards with food and labor. Indian and black surrogates were used to fight the English and helped build the massive stone fort at St. Augustine. The end of the Spanish Mission system came with the war of 1700, English forces from the Carolinas raided mission sites killing thousands of Indians and taking many into slavery. The Spaniards lacked regular troops and relied heavily on Indians and Africans during these raids. The Seven Years War ended with the Treaty of Paris that required Spain to deliver Florida to England. The entire Spanish population including the black villagers of Mose, Yamassees, and other nations evacuated to Cuba. After centuries of warfare, dislocation, and disease, the native population was decimated. (NL)

ED 320 876    SP 032 430

Growing Special and Free To Say No to HIV. HIV/AIDS Preventative Education.

**Iowa State Dept. of Education, Des Moines.**
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 89
NOTE- 42p.
CONTRACT- U63-CCU70367-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Drug Abuse; *Health Education; Hygiene; Mental Retardation; Secondary Education; *Sex Education; Sexuality; *Special Education; State Curriculum Guides

This curriculum guide is written to provide special education teachers with a model for teaching students about the prevention of Acquired Immune Deficiency Syndrome (AIDS). It is noted that special education students may be at risk for contracting the virus because they are often vulnerable to high-risk behaviors in an effort to belong to a peer group. Teaching activities include using anatomically correct dolls, photographs, and drawings to put the education on a more concrete level of thinking for mentally handicapped students or for those unfamiliar with the English language. Although no grade level is given, most of the concepts are appropriate for students who are in various stages of puberty. Accompanying the suggested activities are statements of objectives, suggested materials, and resources needed. (JD)

ED 320 922 TM 015 002

*Smith, Douglas K.; And Others*
Test-Retest Reliability of the AGS Early Screening Profiles.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (San Francisco, CA, April 17-22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; Child Development; *Children; Cognitive Measurement; Comparative Testing; Correlation; Hispanic Americans; *Individual Development; Minority Groups; *Profiles; Psychomotor Skills; *Screening Tests; *Test Reliability; Thinking Skills; White Students
IDENTIFIERS- American Guidance Service; *Early Screening Profiles; *Test Retest Reliability

The test-retest reliability of the American Guidance Service (AGS) Early Screening Profiles (ESP)--a battery measuring development in the cognition/language, motor, and self-help/social areas--was examined. The ESP is a nationally normed screening battery for children ages 2 years 0 months through 6 years 11 months. In addition, parent and teacher questionnaires were completed. The sample consisted of 116 children (60 females and 56 males) within the specified age range. Overall, 65% of the children were White, 31% were Black, 3% were Hispanic, and 1% was Southeast Asian. Each child was evaluated by examiners trained in administration of the battery. Retesting occurred an average of 3 weeks after initial testing, with a range of 2 days to 2 months. Pearson product moment correlations were computed; they produced the following test-retest coefficients for the immediate retest group: Cognitive/Language Profile, 0.90; Motor Profile, 0.70; and Self-Help/Social Profile, 0.81. For the delayed retest group, coefficients were: Cognitive/Language, 0.51; Motor Profile, 0.55; and Self-Help/Social Profile, 0.77. All correlations were statistically significant and fell in the moderate to strong range. The coefficients for the immediate group compare favorably with other instruments; the lower coefficients for the delayed group suggest that cognitive/language and motor skills may be very fluid at this age. Two tables summarize the data. (Author/SLD)

ED 320 936 TM 015 179

*Kolstad, Andrew*
The Impact of Clustering in the Sample Design of the 1987 High School Transcript Study on Estimates of Sampling Variability.

PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; *Educational Assessment; Error of Measurement; Estimation (Mathematics); High Schools; High School Students; Methods Research; *National Surveys; Research Methodology; *Sampling; Testing Problems
IDENTIFIERS- Hierarchical Linear Modeling; *High School Transcript Study 1987; *National Assessment of Educational Progress

Use of clustering methods with data from the 1987 High School Transcript (HST) component of the 1986 National Assessment of Educational Progress (NAEP) is discussed in an attempt to persuade data analysts and researchers that they should be interested in problems traditionally turned over to samplers. Nearly all surveys used by the National Center for Education Statistics incorporate a stratified, multi-stage cluster sample design due to the substantial economies involved in the cost of data collection. Although clustering is a simple idea for reducing costs, the assumption of independent and identically distributed errors is violated by the clustering of students within schools. Weighting alone does not correct for the lack of independence of the observations when computing estimates of standard errors. No explicit mathematical solution can generally apply to the problem of clustering. The sample design and measures of course-taking used in the 1986 NAEP are described. Data for 21,446 students in the 1987 HST Study are included. Results, including comparisons with 1982 High School and Beyond results, indicate that the combined impact of large cluster sizes and large intra-cluster correlations is so large that one should not try to estimate standard errors without adopting a replication method. Secondly, since large within-cluster correlations exist, it is likely that further work using a hierarchical linear modeling approach is likely to be fruitful. Four data tables are included. (TJH)

ED 320 765 SE 051 468

*Disinger, John F.*

Environmental Education for a Sustainable Future. ERIC/SMEAC Environmental Education Digest No. 1.

**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-31
PUB DATE- 90
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum; Elementary School Science; Elementary Secondary Education; *Environmental Education; Higher Education; *Science and Society; Science Curriculum
IDENTIFIERS- ERIC Digests

This digest discusses the inclusion of "sustainability" concept in environmental education. Topics included are: (1) definiton of sustainability; (2) inclusion of the concept in the curriculum using interdisciplinary approaches; and (3) a list of instructional materials containing the concept at the elementary, secondary, and college levels. Seventeen references are listed. (YP)

ED 320 811 SO 020 911

USSR Country Notes.
**World Eagle, Inc., Wellesley, MA.**
REPORT NO.- ISBN-0-930141-26-1
PUB DATE- 89
NOTE- 55p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- Area Studies; Atlases; Current Events; Diagrams; Elementary Secondary Education; Foreign Countries; Global Approach; Graphs; Instructional Materials; Learning Modules; Maps; *Multicultural Education; *Reference Materials
IDENTIFIERS- *USSR

The United Soviet Socialist Republic (USSR) is the largest country in area in the world and ranks third in world population. The geography and the people of the USSR are documented in a series of reproducible black and white maps and graphs designed for use as classroom instructional materials. Maps, graphs, charts, and tables with information about the Soviet Union, its people, land, industries, key facts, per capita income, largest cities, geographic and other comparisons with the United States, number of languages and ethnic groups, exports, imports, religion, foreign trade, agricultural production, and energy consumption and production are included in this document. (NL)

ED 320 828 SO 020 954

*Laurencin, Genevieve*
Music! Young Discovery Library Series: 25.
REPORT NO.- ISBN-0-516-08291-4
PUB DATE- 89
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Claude and Denise Millet.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; Educational Resources; Elementary Education; History Instruction; Instructional Materials; Library Materials; *Multicultural Education; *Music; *Musical Instruments; *Music Education; *Social Studies; Visual Aids
IDENTIFIERS- Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume presents stories about different aspects of music. The text explains how to listen to music, the main families of musical instruments, the importance of musical instruments in other cultures, and how a violin is constructed. Each segment works to create an interest in the multiple aspects of music. The book concludes with a discussion about jazz and a look at musical oddities. (NL)

ED 320 860 SP 032 104

# Drug Abuse Education. Program Evaluation Handbook.

**IOX Assessment Associates, Culver City, CA.**

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88
NOTE- 184p.; For the other titles in this series, see SP 032 099, SP 032 101-105, and SP 032 107.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affective Measures; Attitude Measures; Decision Making; *Drug Abuse; *Drug Education; *Evaluation Criteria; Evaluation Methods; Health Education; *Program Evaluation; *Psychometrics; Questionnaires

Intended as a resource for individuals wishing to evaluate drug abuse education programs, this handbook, one of a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to drug abuse education programs. Chapter 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 contains the measuring tools designed to be used in the evaluation and design of drug abuse education programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief description of the purpose of the assessment instrument, as well as procedures for administering, scoring, and analyzing the resulting data. Chapter 4 describes how technical appraisals of the handbook's measures can be carried out. The three appendices contain amplified content descriptors for updating the various measures, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 891 SP 032 446

*Sifft, Josie M.*
Educational Kinesiology: Empowering Students and Athletes through Movement.
PUB DATE- Apr 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (57th, New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *Brain Hemisphere Functions; *Kinesthetic Methods; *Kinesthetic Perception; Neuropsychology; Stress Management; *Teaching Methods
IDENTIFIERS- *Educational Kinesiology

This workshop is designed to provide teachers and coaches with hands-on experiences regarding the field of Educational Kinesiology (Edu-K) and its influence on learning and performance. Edu-K is a practical and dynamic method that utilizes simple body movements to integrate the functioning of the brain. It was designed by Dr. Paul Dennison in 1981 by utilizing techniques and information from many different fields, including yoga, acupuncture, growth and development, and brain research. Dennison suggests that when the individual is under stress, the body tends to act from only one hemispheric mode, thus eliminating the proper balance needed for optimal functioning. Edu-K activities, called "Brain Gyms" are used to balance the hemispheres, thereby allowing them to work more efficiently. They reduce the blockages caused by stress and allow the body to function in its optimal state. Recent studies regarding Edu-K have indicated positive shifts in learning and performance in the areas of reading, writing, mathematics, balance, and response time as a result of utilizing the "Brain Gym" activities. A number of line drawings, charts, and explanations suitable for making overhead projector transparencies are included. (Author/JD)

ED 320 950 TM 015 221

*Millsap, Roger E.; And Others*
Component Analysis under Linear Equality and Inequality Constraints.

PUB DATE- Jun 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Psychometric Society (Toronto, Ontario, Canada, June 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Sectional Studies; Factor Analysis; Goodness of Fit; Longitudinal Studies; Matrices; *Multivariate Analysis; *Regression (Statistics)
IDENTIFIERS- Confirmatory Factor Analysis; *Linear Equating Method

A constrained component analysis method, which bears a formal resemblance to the confirmatory factor analysis methods developed by K. G. Joreskog (1969) and others, is presented. In confirmatory factor analysis, the constraints allow the testing of formally structural hypotheses within a model that is falsifiable, even in its "just defined" form. In component analysis, the goal is to determine whether a component solution that is restricted in various ways can still account for an adequate share of the variance in the observed data. The consistency and efficiency of the estimates under the constrained analysis are considered; however, no statistical tests of fit of the component are discussed. In this sense, the method is closer to the work in constrained canonical correlation by W. S. DeSarbo and others (1982). Interesting applications of constrained component analysis exist in data that are longitudinal or cross-sectional in nature. In these cases, the natural constraints may involve the property of being stationary or the invariance of the compositing weight, component pattern, or component structure matrices. In data measured at a single occasion in a single population, constraints might be used to impose simple structure or achieve a sensible variable clustering. Boundary constraints might be used to achieve a positive manifold. (TJH)

ED 320 697 PS 018 888

Preschool Guidelines: Rural Model (Trimble Local School District).

**Conneaut Area City School District, OH.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.**

PUB DATE- 87
NOTE- 78p.; For other models, see PS 018 885-893.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Demonstration Programs; Guidelines; Models; *Preschool Curriculum; *Preschool Education; Program Descriptions; *Program Design; *Program Development; Program Evaluation; *Program Implementation; *Rural Schools
IDENTIFIERS- *Program Characteristics

The purpose of this handbook is to guide rural school districts intending to establish a preschool program. The program described was established in the Trimble Local School District in the rural Appalachian area of northern Athens County, the third poorest district in Ohio. Contents concern: (1) the district's beliefs about children; (2) curriculum; (3) parent education; (4) preparation for a preschool program; (5) the program itself; (6) assessment; and (7) the selection of books for children and staff. The curriculum is discussed in terms of the importance of play in the preschool classroom, blocks, reading and language skills, mathematics, art, science, and music and movement. Preparation for the program is discussed in relation to needs assessment, registration, the time line, selection of children to be served, the ratio of children to teacher or aide, and the physical setting and organization of the classroom. Discussed components of the program include the daily schedule, key activities, the role of the aide, parent involvement, and the use of videotapes. Assessment is discussed in terms of assessment of the child, a preschool parent questionnaire, and program improvement. Lists of books of interest and selection criteria are offered. Resources are listed, and an orientation manual, observation form, and questionnaire are provided in appendices. (RH)

ED 320 711                                RC 017 387

*McRobbie, Joan, Ed.; Berliner, BethAnn, Ed.*
Looking Ahead to the Year 2000: Proceedings of the Issues for Rural Schools Conference (Tempe, Arizona, April 27-28, 1989).
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 61p.; Cover titles varies.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Innovation; *Educational Policy; Educational Research; Educational Technology; Elementary Secondary Education; Mass Media; Research Utilization; Rural Economics; *Rural Education; Rural Schools; *Rural Urban Differences; School District Autonomy; *Technological Advancement; Theory Practice Relationship
IDENTIFIERS- *Educational Restructuring

This collection of conference presentations focuses on the twin themes of restructuring and technology in rural schools. Rural America's increasingly polarized demographics, political leadership voids, teacher training, renewal strategies, and ever-shrinking budgets are discussed, along with ongoing media criticism, which is a reality for all educators in the 1980s. Opening speaker Ron Knutson described many rural problems as being associated with an economic decline that contrasts with the economic upswing enjoyed by the rest of the nation. Four educational administrators from Western states placed the responsibility for improvement on state and local administrators and educators. The major topic in education today is restructuring. Stanford University's Michael Kirst observed that ideas challenging traditional educational models suffer in the current atmosphere of low public confidence, but he depicted schools as having little choice but to restructure. Arizona State University's David Berliner raised a different restructuring question: Why is so little attention paid to the role of research in transforming schools? Because of its promise for the rural future, technology took center stage on the conference's second day. But technology specialist Robert Pearlman cautioned that the mere purchase of high-tech systems is no assurance that education will improve. The processes of learning and teaching must be reassessed and new technology appropriately exploited to turn students into active learners. Pearlman proposed making technology-smart teachers the buyers of technology, in order to create and exploit a genuinely enthusiastic constituency for technology education. (TES)

*Coe, Pam; Simms, Dianna*
From One Rural School to Another: Promising Practices from Kentucky, Tennessee, Virginia, and West Virginia.
**Appalachia Educational Lab., Charleston, W. Va.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 52p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($5.50 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Program Descriptions; *Program Effectiveness; Public Schools; Rural Areas; *Rural Education; *Rural Schools; Rural Urban Differences
IDENTIFIERS- Kentucky; Tennessee; Virginia; West Virginia

Although there are many sources of information about "effective schools" programs, those that specifically address the needs of rural areas are often overlooked. This document offers a collection of program descriptions to help educators determine programs and practices that appear to be effective in rural and small schools. Program listed, all of which are located in Kentucky, Tennessee, Virginia and West Virginia, were selected by staff of the Rural, Small Schools program at the Appalachia Educational Laboratory (AEL), with the assistance of rural education experts in each state. The criteria for selection included general worth, effectiveness, innovation, and evidence that a given program addressed a specific rural need. The selected programs are presented in alphabetical order and marked to indicate two types of programs: (1) "pearls"--good ideas that can be implemented with a minimum of time, effort, or expense, and (2) "stars"--longer, often innovative efforts that have produced some evidence of success. Following these program descriptions is a list of projects rated "excellent, but not particularly innovative." Each entry in this section includes only the program's title, contact people, address, telephone number, and a program descriptor. Finally, a subject index lists all the programs according to descriptors. Index topics with the most entries include: career education, community involvement, curriculum, dropout prevention, enrichment/arts, parent involvement, and special education. The appendix contains information about data collection and sample letters of solicitation. (TES)

ED 320 737 RC 017 592

*Berliner, BethAnn*
Promising Programs and Practices: A Sourcebook for Rural Educators.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 84p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; *Educational Environment; Educational Technology; Elementary Secondary Education; High Risk Students; *Instructional Innovation; *Rural Education; Special Education

Much of the success of rural education lies in the creative, resourceful, and effective school programs and practices developed by teachers, administrators, and communities. This sourcebook contains a sample of programs that work well for rural and small schools in Arizona, California, Nevada, and Utah. The common characteristics of these schools are scarce resources, community isolation, and relatively small student enrollments. These programs were nominated by superintendents, principals, teachers, and other educators using the four criteria, namely: creativity, effectiveness, responsiveness, and commitment. Programs are listed alphabetically in 6 categories: (1) Innovative Instruction; (2) Curriculum Development, Improvement, and Enrichment; (3) Using Technology; (4) Students At Risk--Social and Academic Growth; (5) Special Education; and (6) School Improvement. Each of the 61 program entries is a brief description of the who, what, where, when, why, and how of a particular program or practice. Also included are lists of resources and publications for rural educators and a state-by-state program index. (ALL)

ED 320 751 RC 017 611

Preparing for and Financing Your College Education. A Guide for American Indian and Alaska Native Students.
ORBIS Associates, Washington, DC.
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; College Applicants; *College Bound Students; College Entrance Examinations; College Preparation; *Financial Aid Applicants; Higher Education; High Schools; Portfolios (Background Materials); *Student Financial Aid; *Student Loan Programs; Work Study Programs

Lack of preparation and planning, lack of financial aid, and the complexities of the application process are the main reasons that American Indians and Alaska Natives do not enter or complete college. This guide provides information to assist Native American students in preparing for college and obtaining adequate financial assistance. Section 1 discusses issues in choosing a career, selecting high school courses, and choosing a college; outlines steps in getting organized for the college application process and preparing for college entrance examinations; and describes the Scholastic Aptitude Test, Preliminary Scholastic Aptitude Test, American College Test, and Achievement Tests. Section 2 contains tips on seeking financial aid and describes scholarships, grants, loans, and work/study programs aimed at Indian students and administered by federal agencies, state agencies, colleges and universities, tribal agencies, and foundations with a serious commitment to supporting Indian students in higher education. Some financial support is intended for women or members of specific tribes. Appendices contain: a 4-year calendar of the application process; a list of tribally controlled community colleges and other educational institutions supporting Native American students; provide sample letters, forms, and checklists; and a list of guaranteed student loan programs and financial aid information sources for each state. (SV)

ED 320 908　　　　　　　　　　SP 032 492

Profile of Georgia Public School Personnel 1985-1986, 1986-1987, 1987-1988, 1988-1989.

**Georgia Professional Standards Commission, Atlanta.**

PUB DATE- Mar 90

NOTE- 175p.; For a related document, see SP 032 490.

AVAILABLE FROM- Georgia Professional Standards Commission, 2945 Flowers Rd. South, Suite 107, Atlanta, GA 30341 ($8.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Demography; Elementary Secondary Education; Employment Statistics; *Enrollment Trends; Policy Formation; Teacher Certification; *Teacher Characteristics; Teacher Shortage; *Teacher Supply and Demand; *Teaching (Occupation); *Trend Analysis

In this second edition of "Profile of Georgia Public School Personnel" four years of factual profile information and statistical data on Georgia public school personnel have been compiled and analyzed. This edition provides updated information on the data presented in the June 1989 profile. This volume contains seven chapters on: school enrollment, personnel, gender of teaching and administrative personnel, age and state experience, attrition, certification, and regions of the state. Appendices contain complete system-by-system rankings and composites according to the indicators: growth rate, size, gender proportions, mean age, state experience, selected certificate types, percentages of both new and special education personnel, and personnel turnover (attrition and mobility). (JD)

ED 320 964 TM 015 272

*Childs, Ruth Axman*
Legal Issues in Testing.
**American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89785-219-2
PUB DATE- Jun 90
NOTE- 41p.
CONTRACT- RI88062003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Court Litigation; *Educational Testing; Elementary Secondary Education; Test Bias; *Testing Problems

Court cases are presented that illustrate some of the issues that courts have dealt with in the area of educational testing. While this study was developed primarily for parents, the booklet should also help school administrators and testing professionals learn about court cases and precedents relevant to some major issues in educational testing. This document is not a comprehensive listing of court cases and precedents on the issue of educational testing, and it does not fully discuss the implications of these cases and precedents. The study simply provides an overview of the following critical issues, each represented by a particular case: racial and cultural bias (Larry P. v. Riles); linguistic bias in tests (Diana v. California State Board of Education); test results that dominate special education placement dicisions (Larry P. v. Riles); failure to test sufficiently or at the appropriate time (Hoffman v. Board of Education of New York City); unequal opportunities to learn tested material (Debra P. v. Turlington); assignment to ability tracks without educational justification (Dillon County School District); racial discrimination in the interpretation of college admission test results (Regents of the State of California v. Bakke); gender discrimination in the interpretation of test results (Bray v. Lee); use of the wrong type of test (Sharif v. New York State Education Department); use of test results to deny education (Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania); and access to student academic records (Family Education Rights and Privacy Act of 1974). A list of court cases cited in the study is appended. (TJH)

ED 320 977                                                       UD 027 487

*Coons, John E.*
Perestroika and the Private Provider. Draft.
PUB DATE- 2 Nov 89
NOTE- 29p.; Paper presented at the Cato Institute Conference on Education and the Inner City (Washington, DC, November 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economically Disadvantaged; Elementary Secondary Education; *Free Choice Transfer Programs; Government Role; Minority Groups; Open Enrollment; *Parent Role; *Private Education; *Private School Aid; Public Education; *School Choice; Socialism
IDENTIFIERS- Bush (George); *Bush Administration; Tolerance

This paper responds to the Bush Administration's opposition to including private schools in systems of subsidized choice, and argues that parental choice among public and private schools will promote tolerance and remedy social conflict. In view of President Bush's endorsement of the benign effects of competition, his insistence on an all-public choice system appears contradictory since it amounts to support for a monopoly over a competitive marketplace. The feasibility of school choice exclusively within the public sector is examined. Necessary mechanisms would include open admissions, transport for disadvantaged students, and a refusal to subsidize unchosen schools or teachers. Such a system does not seem to be under consideration, and the protection of jobs for failed institutions and workers would in any case render it untenable. It is argued that the narrowness of curriculum in an all-public system is offensive to many poor families, whose values it fails to reflect, and that being forced to expose their children to this impoverished and hostile curriculum is a source of deep social resentment. A system that aims to contribute to tolerance and trust among groups will include the choice of private schools and will respect the beliefs and aspirations of low-income and minority parents. (AF)

ED 320 990 UD 027 520

*Bruno, Rosalind R.*
School Enrollment--Social and Economic Characteristics of Students: October 1988 and 1987. Current Population Reports.
**Bureau of the Census (DOC), Suitland, Md. Population Div.**
PUB DATE- Apr 90
NOTE- 238p.
AVAILABLE FROM- U.S. Department of Commerce, Bureau of the Census, Washington, DC 20233.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Dropout Rate; Elementary Education; Elementary Schools; *Enrollment; *Enrollment Trends; Higher Education; High Schools; Kindergarten; Nursery Schools; *Racial Differences; School Statistics; *Student Characteristics; Vocational Schools

This report presents detailed tabulations of statistical data on school enrollment of the civilian noninstitutional population in October 1987 and 1988. The following enrollments are reported: (1) nursery school; (2) kindergarten; (3) elementary school; (4) high school; and (5) college and professional school. The following personal characteristics are described: (1) age; (2) sex; (3) race; (4) Hispanic origin; (5) marital status; (6) family status; (7) family income; (8) education of householder; (9) labor force status; (10) metropolitan residence region; and (11) mother's labor force status and education (for preprimary enrollment). The following characteristics are also reported: (1) level and grade of school; (2) public/private school; (3) full-time attendance status; and (4) two-year/four-year college. New information on vocational school enrollment is shown separately. The following 1988 highlights are reported: (1) 61.1 million persons 3 years old and older are enrolled in regular school; (2) elementary school enrollment grew to 28.2 million; (3) high school enrollment declined to 13.1 million; (4) the high school dropout rate was 4.8 percent; (5) college enrollment totaled 13.1 million students; (6) there were 1.3 million Black college students; (7) among 18- to 24-year olds, 82.3 percent of Whites, 75.1 percent of Blacks, and 55.2 percent of Hispanics were high school graduates, and of those graduates, 38.1 percent, 28.1 percent, and 30.9 percent, respectively, were enrolled in college. Trends in the following areas are reported: (1) preprimary enrollment; (2) elementary and secondary school enrollment; (3) high school dropout rate; and (4) college enrollment. Statistical data are included on 40 tables. Definitions, explanations, sources, and 13 tables of supplementary statistical data are appended. (FMW)

ED 320 766 SE 051 474

*Schmidt, Henk G.; Patel, Vimla L.*
Effects of Prior Knowledge Activation through Small-Group Discussion on the Processing of Science Text.
PUB DATE- 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Content Area Reading; Decoding (Reading); Foreign Countries; *Misconceptions; *Prior Learning; *Reader Response; Reading Comprehension; Reading Processes; Reading Tests; Secondary Education; *Secondary School Science; Small Group Instruction; *Word Recognition
IDENTIFIERS- *Netherlands

The purpose of this study was to investigate the extent to which problem analysis facilitated the subsequent processing of expository text, both for novices and a comparison group. A text on osmosis consisted of six-pages and was used as reading material. The ninth-grade students were considered novices because they were unfamiliar with the biological content used in the experiment. The tenth-grade student who had studied the content were considered as a comparison group. The subjects (88 students from a Dutch secondary school: 46 ninth-grade and 42 tenth-grade students) were randomly assigned to either the experimental or the control group. The text was studied less than 20 minutes and discussed less than 10 minutes in the experimental group. A different picture was found from the data by the grade 10 and grade 9 students on free recall. For the grade 9 students producing explanations for a blood cell problem facilitated the processing and retrieval of the problem-relevant text. This indicated the facilitative effect of activation of prior knowledge influenced the integration of new knowledge into existing structures. An analysis of the verbatim protocols showed that the grade 9 students dealt with the blood cell problem by segmentation. No statistically significant differences were found related to the grade 10 data. A table showing naive conceptions of the processes underlying the blood cell was presented. (YP)

ED 320 782 SE 051 529

*Duschl, Richard A.*
A Framework for Applying History and Philosophy of Science to Science Education.
PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). Document uses small type throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; *Epistemology; Higher Education; Philosophy; *Science Curriculum; Science Education; *Science History; Secondary Education; *Secondary School Science; Teaching Methods

Interest in the application of the history and philosophy of science to science education raises important questions about the effect such considerations will have on educational practice. In this paper, the application emphasizes concepts related to theory testing and theory development specifically and to the growth of knowledge generally. This paper also presents the position that educators must consider carefully the application of tenets from psychology and epistemology if the application is to be effective. The need to avoid "final form science" is discussed, as well as theory testing, criteria for judging theories, theory-change, and the growth of knowledge. A list of 52 references, a table of examples of theory change in science, a table of major scientific discoveries in the twentieth century, and models of the goal of science hierarchy and the triadic network of justification are included. (CW)

ED 320 797 SO 020 864

*Page, Fred M., Jr.; Page, Jane A.*
The Teaching Profession and Educational Reform: Views of Social Science Teachers.
SPONS. AGENCY- Georgia Southern Coll., Statesboro. Teacher Education Center.
PUB DATE- 89
NOTE- 25p.; Paper presented at the National Social Science Association Conference (New Orleans, LA, November 2-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Research; Social Studies; *Statistical Surveys; *Teacher Attitudes; Teacher Background; Teacher Characteristics; Teacher Qualifications; *Teaching (Occupation)
IDENTIFIERS- Georgia

An instrument of 55 items, "Teachers' Perceptions of Teaching and Educational Reform," was developed using factors and reform proposals emphasized in current literature. Using a stratified random sampling technique, 64 schools from the southeastern section of Georgia were selected for participation. Surveys were returned by 56 (87.5%) of the schools and a total of 1,436 of the surveys were completed by teachers in the participating schools. Of this total, 97 were social science teachers. Factors related to the teaching profession that were viewed as most encouraging by the social science teachers were: (a) contributions to humanity, (b) job security, and (c) job availability. Factors viewed as most discouraging were: (a) salary, (b) student cooperation, (c) social status, and (d) parental support. Reform criteria were rated by these teachers and reforms receiving strongest agreement included those related to increased salary and funding, use of mentor teachers, and partnerships between colleges/universities and community schools. A majority (74.2%) disagreed with the proposal to abolish the undergraduate major in education and 75.3% disagreed with requiring 5 years of collegiate teacher training. An appendix containing statistical data from the survey results is included. (Author/DB)

ED 320 812 SO 020 912

An Advance Look at the 1990 Census: Graphic Blackline Masters for Quicker Learning. Aspects of America Series.

**World Eagle, Inc., Wellesley, MA.**

REPORT NO.- ISBN-0-930141-21-0
PUB DATE- 89
NOTE- 65p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- *Charts; *Demography; *Graphs; Human Geography; Instructional Materials; *Maps; Population Distribution; Secondary Education; Social Studies; *Tables (Data)
IDENTIFIERS- Census 1990

This document contains reproducible black and white materials for teaching about the 1990 United States census. There are maps, charts, and graphs of population projections by region; historical census data; projections of populations changes; world population; minority population figures; age charts; number of dependents; housing units; composition of households; poverty level; and growth predictions. (NL)

ED 320 846 SO 030 012

*Harwood, Angela M.*

# The Effects of Close Up Participation on High School Students' Political Attitudes.

PUB DATE- 90
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship Education; *Experimental Curriculum; Higher Education; High Schools; *Political Attitudes; Questionnaires; *Social Science Research; *Student Development
IDENTIFIERS- *Close Up Foundation

The study examines the effect of an experiential learning program on high school students' attitudes toward political institutions and on their political behavior. Chosen randomly from Georgia high schools, students were selected from the population attending Close Up Foundation activities during 1989. The hypotheses were that students who participate in an experiential citizenship education program would: (1) show increased political interest; (2) show increased feelings of efficacy; (3) show an increase in political confidence; (4) show an increase in political trust; and (5) become more politically active. The experience was provided by the Close Up Foundation, a private, non-profit organization specializing in experiential citizenship education. Experimental subjects (n=58) ranging in age from 15-19 years spent 1 week in Washington, D.C. in a program designed to provide an understanding of government and their roles as citizens. Comparison subjects (n=113) were 15- to 19-year-olds attending Close Up in a Georgia school. A pretest, posttest, experiential-comparison group design was used. The data showed that the Close Up experience in D.C. increased positive feelings toward government and stimulated political participation. A 69-item reference list, political attitude scale, the six page student questionnaire used in the study, and four tables are appended. (NL)

ED 320 877                                SP 032 431

"A" Is for Applesauce. Alternate HIV/AIDS Educational Unit: Recognizing Prejudice.
**Iowa State Dept. of Education, Des Moines.**
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 89
NOTE- 19p.
CONTRACT- U63-CCU70367-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Antisocial Behavior; *Class Activities; *Drug Abuse; High School Students; *Homosexuality; Negative Attitudes; Secondary Education; *Social Bias; Social Discrimination; *Student Attitudes
IDENTIFIERS- *Iowa

This manual was designed to help teachers of the early secondary grades deal with fear, ignorance, and prejudice in students encountering the problem of Acquired Immune Deficiency Syndrome (AIDS) and its transmission. Three groups of students are of particular concern: those who are victims of abusive remarks, those who feel AIDS is reserved for certain groups and that they are immune, and those who may be involved in prostitution to support drug habits or basic needs. Emphasis in this manual is on awareness, acceptance, and accountability. The unit uses the word "applesauce" as a symbol for working together with understanding to produce harmony, reduce the spread of AIDS, and lessen prejudice among young people. Objectives and activities are offered from which teachers may select the ones they consider appropriate for their classes. (JD)

*Kippel, Gary M.; Shivakumar, K. R.*
A New York City Validity Study for the NTE Specialty Area Test in Early Childhood Education. OREA Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- Apr 90
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Early Childhood Education; *Licensing Examinations (Professions); *Minimum Competency Testing; School Districts; Scores; *Teacher Certification; Testing Programs; *Test Validity; Urban Schools
IDENTIFIERS- *National Teacher Examinations; New York City Board of Education; Standard Setting; *Teacher Competency Testing

Evidence of the validity of the National Teacher Examinations' (NTEs') Early Childhood Education Test (ECET) as it is used in the New York City School System is presented. The NTE Core Battery and Specialty Area Tests are used as part of the alternative process for teacher licensure in New York City. The ECET measures knowledge and skills required by entry-level teachers in the area. Only one form of the test was reviewed. Judgments were provided by 32 New York City educators with expertise in early childhood education (ECE). Each judge participated in two professional panels: (1) a job relevance panel that reviewed each test item and responded in one of four categories indicating the extent to which the knowledge/academic skills needed to answer each item correctly is relevant to competent performance as a beginning teacher of ECE in New York City; and (2) a knowledge estimation panel that reviewed each item and responded in one of eight categories reflecting the individual item difficulty for persons who have the minimum levels of knowledge/academic skills needed for competent performance as a beginning teacher of ECE in New York City. Job relevance findings were reviewed by two statistical methods; 96.0% or 99.3%, respectively, of the items were found to be job relevant. Two analyses of results from the knowledge estimation panel resulted in scores of 500 and 510, respectively, as potential passing marks; 500 was the recommended passing score, partly because the statistical methodology agreed with that used in setting the passing score on the NTE Core Battery. The content validity of the test was deemed acceptable. The methodology in this study could serve as a prototype for studies of other specialty area tests. Fourteen data tables and 15 appendices are included. (Author/SLD)

ED 320 937 TM 015 182

*Hendryx, Michael S.; And Others*

Measuring Academic Talent Independently of Race- and Sex-Related Factors.

PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Academic Achievement; Achievement Tests; *College Freshmen; Grade Prediction; Higher Education; *High School Students; Predictor Variables; *Racial Factors; *Sex Differences; Socioeconomic Status; Standardized Tests; *Talent; Test Bias
IDENTIFIERS- American College Testing Program; *Measure of Academic Talent

The Measure of Academic Talent (MAT) is a standardized measure of academic development that controls for socioeconomic status-related background characteristics (e.g., income, language in the home, etc.) for different race and sex groups. In this study, the MAT was derived from American College Testing (ACT) program assessment data, using a sample of 169,116 high school students (108,036 minority and 61,080 white students) from the ACT-tested graduating class of 1987. Use of the MAT reduced score differences between various races by sex groups that were present using the ACT Composite. However, based on a sample of 7,836 fall 1987 freshmen from three universities, the accuracy of the MAT was generally no better than the ACT Composite for predicting first-year college grade point average and retention status, as measured by correlations and by proportions of students correctly admitted/not admitted. Other uses of the MAT for increasing minority representation and success in college are discussed, including recommendations for the use of the MAT at individual institutions. Three tables and two figures give participant characteristics and results. (Author/SLD)

ED 320 829 SO 020 955

*Gandiol-Coppin, Brigitte*
Cathedrals: Stone Upon Stone. Young Discovery Library Series: 24.
REPORT NO.- ISBN-0-944589-24-3
PUB DATE- 89
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Dominique Thibault.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Childrens Literature; Educational Resources; Elementary Education; *History Instruction; Instructional Materials; Library Materials; *Medieval History; *Social Studies; Visual Aids
IDENTIFIERS- *Cathedrals; Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume outlines the step-by-step process of building a cathedral in the Middle Ages. Terms are defined and artisan techniques explained for each step on the way to building the edifice. The text also relates the story of how families lived in the 12th and 13th centuries and the role the cathedrals played in their lives. Drawings and explanations of terms such as flying buttresses, professions such as stone carvers and joiners, and details of the construction are included. (NL)

ED 320 861 SP 032 105

Alcohol Abuse Education. Program Evaluation Handbook.
IOX Assessment Associates, Culver City, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88

NOTE- 182p.; For the other titles in this series, see SP 032 099, SP 032 101-104, and SP 032 107.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affective Measures; *Alcohol Abuse; *Alcohol Education; Attitude Measures; Drinking; *Evaluation Criteria; Evaluation Methods; Health Education; *Program Evaluation; *Psychometrics; Questionnaires

Intended as a resource for individuals wishing to evaluate alcohol abuse education programs, this handbook, one of a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to alcohol abuse education programs. 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 contains the measuring tools designed to be used in the evaluation and design of alcohol education programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief description of the purpose of the assessment instrument, as well as procedures for administering, scoring, and analyzing the resulting data. Chapter 4 describes how technical appraisals of the handbook's measures can be carried out. The three appendices contain amplified content descriptors for updating the various measures, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 892 SP 032 447

*Osness, Wayne H.; Hiebert, Lujean M.*
Measures of Strength and Fitness for Older Populations.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Body Composition; *Muscular

Strength; *Muscular System; *Older Adults; *Physical Fitness; Physiology; Testing

The overall strength of the musculature does not require testing of large numbers of muscle groups and can be accomplished from three or four tests. Small batteries of strength tests have been devised to predict total strength. The best combination of tests for males are thigh flexors, leg extensors, arm flexors, and pectoralis major. The battery for females consists of measuring thigh flexors, thigh extensors, leg extensors, pectoralis major, deltoids, and hand flexors. The hand grip test is a reasonable representation of total strength. This paper discusses the effectiveness of these tests in measuring the decline of muscular strength in older adults. Appendices provide figures displaying mean scores of various fitness tests and information on strength tests used as predictors of total body strength. (JD)

ED 320 909 SP 032 495

*Cohen, Margaret W.; And Others*
Teacher Retention: A Longitudinal Comparison of Those Who Teach and Those Who Don't.

PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Development; Elementary Secondary Education; *Faculty Mobility; Higher Education; *Job Satisfaction; Preservice Teacher Education; *Teacher Characteristics; *Teaching (Occupation)

A longitudinal study was made of two groups, traditional college-age students when certified to teach and those who at certification were classified as nontraditional or returning students. Follow-up data 5 to 6 years after certification revealed that in the traditional group only 46 percent remained in the teaching force, and of the nontraditional group 85 percent were teaching. This paper focuses on the data from the traditional group to examine those factors which may be responsible for retention in or attrition from the teaching profession. Participants completed the Teacher Concerns Checklist--Form B (Fuller 1978) and a career development survey. Data analyses revealed that: (1) familial factors of marriage and parenthood do not explain why nonteachers are not using their certificates; (2) no statistical differences exist on academic and environmental impact concerns, but some difference exists in discipline concerns; and (3) developmental patterns, such as focus on career goals and personal security, do explain in part why certificate holders are not teaching. Of those remaining in teaching, only 18 percent intend to stay. This finding, in conjunction with the data from the surveys, suggests the need during preservice training for earlier classroom experiences and for early efforts at career awareness and exploration. (JD)

ED 320 951 TM 015 225

*Huntley, Renee M.; And Others*
The Effect of Diagram Formats on Performance of Geometry Items.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; College Entrance Examinations; Comparative Testing; *Diagrams; *Geometry; High Schools; High School Students; Item Analysis; *Mathematics Tests; Multiple Choice Tests; *Performance; *Test Format
IDENTIFIERS- ACT Assessment

This study investigated the effect of diagram formats on performance on geometry items in order to determine whether certain examinees are affected by different item formats and whether such differences arise from the different intellectual demands made by these formats. Thirty-two experimental, multiple-choice geometry items were administered in two pretest versions; one version did and one version did not provide a relevant diagram. A minimal amount of editing of the item stem was sometimes required for the version without diagrams in order to provide the relevant information formerly provided by the diagram. Each experimental unit was administered as part of the American College Test Assessment pretest procedures to approximately 2,900 examinees in randomly equivalent samples; only one pretest unit was administered to any one examinee. The data were analyzed using log linear analysis. No significant differences between males and females were found either in item difficulty by item type or in item discrimination by item type. Traditional assumptions about gender differences in mathematics may need reassessment. Six data tables and eight sample test items are included. (Author/TJH)

ED 320 698 PS 018 889

*Roskos, K., Ed.*
Preschool Guidelines: Urban Model (Conneaut Area City School District).
**Conneaut Area City School District, OH.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.**

PUB DATE- 86
NOTE- 116p.; For other models, see PS 018 885-893.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Demonstration Programs; Educational Objectives; Guidelines; Models; Preschool Curriculum; *Preschool Education; Program Descriptions; *Program Development; Program Evaluation; *Program Implementation; *Scheduling; *Student Evaluation; *Urban Schools
IDENTIFIERS- *Program Characteristics

This document provides guidelines for developing and implementing a preschool program in urban schools. The program described, Bridges and Links, is an educational program for 4- and 5-year-olds that represents a cooperative effort between private preschool providers and the public schools of Ohio's Conneaut Area City School District. Sections of the guide detail aspects of getting started, consideration of curriculum, the day-to-day schedule, and program evaluation. It is maintained that the program was built around a framework containing the essential program elements of interagency linkages, a well-articulated curriculum, specific teaching and learning goals, team planning and teaching, parental involvement, and quantitative and qualitative student and program evaluation. A glossary of terms is provided. Related materials, such as a preschool registration packet and evaluation materials, are appended. (RH)

ED 320 738 RC 017 594

Rural Education/Rural Special Education Literature Review. Bibliography and Abstracts.
**Kansas Univ., Lawrence. Dept. of Special Education.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 164p.
GRANT- G008630060
AVAILABLE FROM- American Council on Rural Special Education (ACRES), Western Washington University, Bellingham, WA 98225.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Elementary Secondary Education; *Rural Education; Rural Schools; *Special Education; Special Needs Students; *Special Programs

In the United States, 67% of all schools are in rural areas and 33% of all school children attend rural schools. The availability of rural-specific information is imperative for rural and urban special educators, administrators, parents and others who come into daily contact with children and youth with disabilities. This collection of 105 rural-related document annotations provides practitioners with a resource to better understand, define, and describe rural special education. Materials abstracted include position papers, statistical studies, descriptions of successful model programs, and case studies. Articles deal with teacher salaries, parent and paraprofessional relationships, special education technologies, and other issues relevant to rural special education. The sources of this bibliography include professional journals, newspapers, magazines, government publications, and ERIC documents, dated from 1978 through 1987. (ALL)

ED 320 752                                        RC 017 612

*Baer, Linda L.; Bennett, Mary A.*

American Indians in South Dakota: A Profile. Update Series C229, No. 22.

South Dakota State Univ., Brookings. Agricultural Experiment Station.
PUB DATE- Mar 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indian Education; *American Indians; Census Figures; Demography; Family Characteristics; Profiles; *Reservation American Indians; *Rural American Indians; Rural Areas; *Socioeconomic Status
IDENTIFIERS- *South Dakota

Life is changing for the American Indians of South Dakota and the United States. Nationally, the population is young, growing, and becoming more urban. The South Dakota population exhibits these same traits, except that it remains predominantly rural. In South Dakota, American Indians combat poverty, unemployment, underemployment, and inadequate health care. Poor housing and nutrition, lack of career opportunities, and few job opportunities compound their problems. The South Dakota American Indian population is in transition: socially, economically, demographically, and culturally. Though improvements have been made in educational attainment, high dropout rates from school still exist. Low median income and high unemployment and underemployment persist; many Indians are employed in the lower paying sectors. High rates of poverty are a critical problem. This bulletin assesses the socioeconomic characteristics of South Dakota's American Indian population during this transitional period. Comparisons are made with nationwide American Indian statistics collected in 1970 and 1980. The socioeconomic characteristics examined in this study include population, family composition, marital status, poverty status, education, income, and several labor force characteristics. Tables are used to depict statistical comparisons. (ALL)

ED 320 965 TM 015 274

*Helge-Crow, Patricia A.; And Others*

Looking beyond Statistical Significance: Result Importance and Result Generalizability.

PUB DATE- 25 May 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Society (Dallas, TX, June 9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Effect Size; Estimation (Mathematics); *Generalizability Theory; Heuristics; Mathematical Models; Maximum Likelihood Statistics; *Research Methodology; *Sample Size; *Statistical Significance; *Test Interpretation; Test Results
IDENTIFIERS- Empirical Research; Research Replication

Three strategies for augmenting the interpretation of significance test results are illustrated. Determining the most suitable indices to use in evaluating empirical results is a matter of considerable debate among researchers. Researchers increasingly recognize that significance tests are very limited in their potential to inform the interpretation of scientific results. The first strategy involves evaluating significance test results in a sample size context. The researcher is encouraged to determine at what smaller sample size a statistically significant fixed effect size would no longer be significant, or conversely, at what larger sample size a non-significant result would become statistically significant. The second strategy would involve interpreting effect size as an index of result importance. The third strategy emphasizes interpretation based on the estimated likelihood that results will replicate. These applications are illustrated via small heuristic data sets to make the discussion more concrete. A 37-item list of references, seven data tables, and an appendix illustrating relevant computer commands are provided. (TJH)

ED 320 712 RC 017 535

*Brady, Elizabeth, Ed.*
Canadian Woman Studies = Les Cahiers de la Femme.
York Univ., Downsview (Ontario).
PUB DATE- 89
NOTE- 174p.; One article is in French.
AVAILABLE FROM- Canadian Women Studies, 212 Founders College, York University, 4700 Keele Street, Downsview, Ontario, Canada M3J 1P3 ($10.00 each, 10% discount on 20 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *American Indian Culture; American Indian Languages; *American Indians; *Canada Natives; *Females; Folk Culture; Foreign Countries; Legends; Literacy; Native Speakers; Social Problems
IDENTIFIERS- Huron (Tribe); Metis (People); Mohawk; Ojibwa (Tribe)

This journal volume by and about Indian, Inuit, and Metis native Canadian women, contains articles, interviews, book reviews, fiction, poetry, journal entries and art. It is dedicated to the grandmothers who managed to hold on to old ways, teachings, and feelings, and to pass them on. Poems and stories create personal portraits and reminiscences about grandmothers. Articles on history and tradition include studies of women in Huron and Ojibwa societies, native women and the fur industry, and a description of a birch bark artist. Studies on aboriginal language focus on the Anishnawbe language, a native language instructors program, native women and literacy, and education as empowerment. Social issues are examined: native women in prison, child sexual abuse, and an institute on alcohol and drug education. Articles describe Indian medicine and traditional attitudes toward pregnancy. Careers and futures for native women are considered in articles on the Indian Health Careers Program, an American Indian restaurant, native women's associations, photography, and counseling and development. (DHP)

ED 320 725 RC 017 575

*Morrow, Phyllis*
They Just Want Everything: Results of a Bilingual Education Needs Assessment in Southwestern Alaska.
PUB DATE- 23 Feb 90
NOTE- 35p.; Paper presented at the Annual International Congress of Anthropological and Ethnological Sciences (12th, Zagreb, Yugoslavia, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alaska Natives; American Indian Education; American Indian History; *Bilingual Education; Controversial Issues (Course Content); Educational Demand; Educational Policy; Elementary Secondary Education; *English (Second Language); *Language Attitudes; *Language Maintenance; Language of Instruction; Language Skill Attrition; Needs Assessment; *Yupik
IDENTIFIERS- *Alaska; Local Autonomy; Yupik Eskimos

This paper traces the history and development of Yupik, the first language for almost 14,000 Native Alaskans, and reports findings of the Bilingual/Bicultural Needs Assessment survey conducted in 1983. Yupik remains one of the strongest Native American languages, despite historical factors that have increased English usage among Native Alaskans. Increasingly, Yupik is associated only with past traditions. Concern for the viability of the language has given rise to Yupik revitalization efforts, including a renewed focus on bilingual education. Although it means different things to different people, the issue of bilingual education is closely linked to local autonomy in questions of land use, social services, and health care. The issue is often seen not just as one of educational policy, but as an all-encompassing social policy and, thus, has fallen victim to ambivalence and shifting priorities. The survey questioned Yupik and non-Yupik students, school staff, and "other important adults"--a total sample of 2,192 persons--about bilingual education needs and demands. Results revealed inter- and intracultural disagreement on the issue. Most students (54%) and other important adults (62%) wanted equal time for the two languages, but 64% of staff members wanted more English than Yupik. The report concludes that, while there was general support for bilingual education, educators and the surrounding community are split on the emphasis of course content. The report suggests that policies based on the belief that monolingualism is inevitable, could end as self-fulfilling prophesies. This paper contains 15 references. (TES)

ED 320 783 SE 051 530

*Carruth, Sean R.*
The Conservation Catalog. A Resource Guide for Michigan Environmental and Conservation Educators.
**Michigan United Conservation Clubs, Lansing.**
PUB DATE- 89
NOTE- 61p.
AVAILABLE FROM- Michigan United Conservation Clubs, 2101 Wood Street, Lansing, MI 48912 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; *Conservation (Environment); *Conservation Education; Elementary School Science; Elementary Secondary Education; *Environmental Education; Natural Resources; *Organizations (Groups); Outdoor Education; Resource Centers; *Resource Materials; Science Curriculum; Science Education; Science Facilities; Secondary School Science
IDENTIFIERS- *Michigan

This resource catalog is designed to enable teachers and other educators to identify environmental education resources available in Michigan including organizations, interpretive facilities, travelling naturalists, major and minor curriculum materials, publications, workshops, and conferences. The resources listed and described in this guide are organized into five sections: (1) resources organizations; (2) educational facilities which emphasize environmental education; (3) curriculum materials; (4) periodicals and audio-visual materials; and (5) courses, seminars, and conferences. A map of the service regions of the Michigan United Conservation Clubs by county is included. (CW)

ED 320 798 SO 020 868

*Schmidt, Steven J.*
A Report of North Carolina Home School Parents on Certain Variables Associated with Social Studies Instruction.

PUB DATE- 89
NOTE- 63p.; M.Ed. Thesis, Wake Forest University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Family Characteristics; *Home Schooling; *Nontraditional Education; *Parents as Teachers; *Private Education; *Social Studies
IDENTIFIERS- *Home Schooling

One manifestation of the demand for educational reform over the last 30 years has been the removal of children from public schools by their parents. This document looks at the history of early home schooling in the United States and presents demographic information concerning those families who have chosen this option. The academic achievement of home schooled children and their socialization, as well as the parents' reasons for choosing home schooling, also are examined. Some estimate the number of children educated at home to have reached one million in the 1980s. Studies have shown home schooling families are larger, slightly wealthier, better educated, and attend church more often than the general population. Both parents are active in the home instruction process and the mother is the primary teacher. Numerous studies show home schooled children to have successful academic experiences, however professional educators and researchers question this positive data claiming the results are unverified. A 20-item bibliography is included. (NL)

ED 320 813 SO 020 913

Canada: Country Notes.
**World Eagle, Inc., Wellesley, MA.**
REPORT NO.- ISBN-0-930141-33-4
PUB DATE- 90
NOTE- 50p.
AVAILABLE FROM- World Eagle, Inc., 64 Washburn Avenue, Wellesley, MA 02181.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Demography; Elementary Secondary Education; Energy; Foreign Countries; *Geography; Government (Administrative Body); Graphs; *Human Geography; Instructional Materials; Maps; Population Distribution; Social Studies; Tables (Data); Visual Aids
IDENTIFIERS- *Canada

A profile of Canada emerges from this collection of black and white illustrative maps, tables, and graphs. Aspects of the country depicted include: geography, population, resources, international trade, government, and energy. Short texts on multiculturalism, the Canadian economy, the country's history, and U.S.-Canada relations also are included. (DB)

ED 320 878 SP 032 432

*Lindquist, Marilyn; And Others*
New Models for Teacher Education: Redefining the Roles of State Licensing Agencies, Schools, and Colleges.
PUB DATE- Feb 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990); brochures on colored paper do not reproduce well in appendices.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *College School Cooperation; *Cooperative Planning; Higher Education; Mentors; Nontraditional Education; *Preservice Teacher Education; Program Descriptions; Schools of Education; State Agencies; *Teacher Certification
IDENTIFIERS- *Bloomington Public Schools MN; *College of Saint Thomas MN

Several nontraditional models for teacher education have been developed in Minnesota involving collaboration between state licensing agencies and school and college personnel. Two such efforts are the nontraditional preservice and inservice programs at the College of St. Thomas (St. Paul) and the beginning teacher mentor demonstration project in the Bloomington schools. At the college, courses are offered in large time blocks, on weekends, or in one-night-a-week formats. The Bloomington project is a collaborative effort of the College of St. Thomas and the Bloomington school district. Both programs are succeeding because of trust relationships that have been systematically developed over time; representatives of the schools, the college and the licensing agency also recognize the continuing need to find more effective ways of working together. A list of 10 recommendations, and a short bibliography conclude the report. Appendices include a paper concerning the Minnesota state licensure requirements complementing nontraditional models for teacher preparation; the College of St. Thomas brochure describing its initial licensure and Master of Arts in Curriculum and Instruction for Elementary Education programs; and a description of the Bloomington mentor-mentee program. (JD)

ED 320 978 UD 027 488

*Patrick, Lawrence C., Jr.*
On Why Parents Need Choice (And What's Taking So Long To Get It!).
PUB DATE- 2 Nov 89
NOTE- 15p.; Paper presented at the Conference on Education and the Inner City (Washington, DC, November 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Educational Change; *Educational Quality; Elementary Secondary Education; Instructional Leadership; Parent Participation; *Parent Role; Parent School Relationship; *Public Education; *School Based Management; *School Choice; School Community Relationship; *School Restructuring; Student Needs
IDENTIFIERS- *Detroit Public Schools MI; Educational Leadership

This paper, by the President of the Detroit Board of Education, discusses aspects of the school choice issue, providing examples from recent developments in the Detroit (Michigan) public school system. The paper argues that freedom of choice in an educational context is a critical right of parents, and that schools of choice offer the best opportunity for all children to get a quality education. Research studies indicate higher levels of student achievement, teacher morale, and parent involvement associated with school choice, and "choice" students experience significantly fewer problems in school. However, despite the recommendations of the Detroit Public Schools Parental Choice Task Force in 1986, the demand for additional schools of choice remained unmet after three years. Members of the community joined to form the HOPE Reform Team with the aim of changing the educational delivery system in Detroit. The HOPE campaign resulted in significant reconfiguration of the Detroit Board of Education and a mandate for educational change. Since his appointment, the transitional General Superintendent has accomplished a number of reform goals, including balancing the budget and winning support for additional taxes to finance comprehensive school system restructuring. The board's current plan calls for autonomous local schools administered by principals who are great leaders. The plan is designed to assure a structural change in how Detroit's children are educated and to assure educational quality throughout the Detroit district. (AF)

ED 320 991 UD 027 522

*McCall, Kathleen P.*
Educating Homeless Children and Youth: A Sample of Programs, Policies and Procedures.
**Harvard Univ., Cambridge, Mass. Center for Law and Education.**
PUB DATE- Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Cooperative Programs; Elementary Secondary Education; *High Risk Students; *Homeless People; *Inservice Teacher Education; National Surveys; Program Descriptions; *School Activities; School Community Programs; Urban Schools; *Youth Programs
IDENTIFIERS- Shelters

This report reviews a variety of approaches for working with homeless students. Information was gathered from state Coordinators of Education for Homeless Children and Youth, regional coordinators of homeless programs, and national and local organizations. The programs described are organized into five categories. The first concerns educating school personnel and contains one program: the Massachusetts Department of Education Inservice Workshop Project, which identifies the problems of homeless students for educators. The second category focuses on school-shelter cooperation and contains three programs: the Home School Visitors Program (Apache Junction, Arizona), the Oakland Salvation Army Shelter/Oakland Unified School District Program, and the West Virginia Department of Education Rural and Urban Projects. Grouped under category 3, "school-based programs," are the following 7 programs: the Coeur D'Alene School Project (Venice, California), the Transition Room project (Madison, Wisconsin), the Denver Public Schools After School Program, the Maryland Department of Education Homework Assistance Tutorial Program and Helping Hands Homework Assistance Program, the Massachusetts Department of Education Volunteer Tutor Project, the Extended School Day Program (New York, New York), and the Students Living in Temporary Housing Program (New York, New York). Progams for homeless adolescents, the focus of category 4, are the Adolescent Shelter Project (Massachusetts), Project GAIN (Greater Access to Independence) (New York, New York), and the Youth Education and Learning Project (Providence, Rhode Island). Finally, separate school programs, the subject of category 5, are the St. Vincent de Paul Joan Kroc Center/Harbor Summit School Program (San Diego, California), the First Place program (Seattle, Washington), and the Tone School (Tacoma, Washington). A seven-item bibliography, a list of survey responses, and a pamphlet for school personnel working with homeless children are appended. (FMW)

ED 320 830 SO 020 956

*Grenier, Nicolas*
Following Indian Trails. Young Discovery Library Series: 9.
REPORT NO.- ISBN-0-944589-09-X
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Donald Grant.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian History; American Indian Studies; Childrens Literature; Educational Resources; Elementary Education; *History Instruction; Instructional Materials; Library Materials; *North American History; *Social Studies; Visual Aids
IDENTIFIERS- Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume covers the time period from ancient history to 1890 and examines the everyday lives of American Indians living in a tribal community. A glossary of terms is included and color illustrations explain various topics such as sign language, different American Indian tribes, the role of women, and the arrival of white people. (NL)

ED 320 847 SO 030 027

*Rogge, A. E.; Bell, Patti*
Archeology in the Classroom: A Case Study From Arizona. Archeological Assistance Program Technical Brief No. 4.
**National Park Service (Dept. of Interior), Washington, D.C.**
PUB DATE- May 89
NOTE- 10p.
AVAILABLE FROM- United States Department of the Interior, National Park Service, Archeological Assistance Division, P.O. Box 37127, Washington, DC 20013-7127.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Classroom Techniques; *Curriculum Development; Educational Resources; Elementary Secondary Education; Instructional Materials; Social Studies; State Programs; *Statewide Planning; Teaching Methods
IDENTIFIERS- Arizona; *Arizona Archeological Council

The federal archeological community views public outreach programs as necessary for the continued preservation of archeological resources. This technical brief outlines ways to have archeology programs in the public schools. The efforts of the Arizona Archeological Council (AAC) to place archeological concepts and values within the context of the classroom by organizing an Archaeology for the Schools Committee in 1985 are recounted. Specifically, this brief describes the goals and motivations of the AAC's schools committee; summarizes what they learned about the "ethnography" of the Arizona school system; and highlights a strategy to get teachers to not teach archeology as much as they teach with archeology. A list of additional readings and curriculum materials is included. (DB)

ED 320 893 SP 032 448

*Stimson, Wanda*
COPE: Collaboration Options for Parents and Educators. Training Program Outline.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Feedback; Group Discussion; *Listening Skills; *Parent Teacher Cooperation; Problem Solving; Program Development; *Special Education; *Workshops

An outline for a communication strategies training program/workshop is provided that is specifically designed to meet the preservice and inservice needs of special educators. It is based upon the collaborative consultant model and provides specific, but flexible, training plans. The various communication strategies are described: (1) empathetic listening, (2) brainstorming, (3) paraphrasing, (4) feedback, (5) defusing, (6) negotiation, and (7) problem solving. Activities for the development of skills are provided and suggestions for appropriate scenarios are given. There are sufficient materials for a 2-day workshop or it could be tailored for less time or for presentation on an ongoing basis. (Author/JD)

ED 320 924 TM 015 022

*McEwen, Nelly*
Educational Quality Indicators: Developing Indicator Systems in Alberta.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Improvement; *Educational Quality; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Outcomes of Education; *Program Evaluation; *Systems Development
IDENTIFIERS- *Alberta; Canada; Educational Indicators; *Quality Indicators

The Educational Quality Indicators (EQI) initiative, a collaboration between Alberta Education and 12 school jurisdictions in the province, is described, and its implications are discussed. The EQIs developed are designed to provide information to assist practitioners in assessing the quality of educational programs and the delivery system by focusing on student outcomes. The fundamental principle of the EQI initiative is that no single indicator can fully describe the complexity of education. Many indicators, qualitative and quantitative, will be developed, guided by a four-dimensional model consisting of: partners (schooling, family, and society); conditions (context, inputs, and processes); student outcomes (cognitive, affective, and behavioral); and time (grades 3, 6, 9, and 12). The three criteria for a successful indicator are: (1) the interpretive framework; (2) student outcomes; and (3) points of reference. The modus operandi of the initiative is to sponsor 10 concurrent collaborative action research projects. The implications of the EQI initiative for student learning, system support, and shared responsibility are discussed. Two figures and one table complement the text. (SLD)

ED 320 938 TM 015 186

*Badger, Elizabeth*
Using Different Spectacles To Look at Student Achievement: Implications for Theory and Practice.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Testing; Grade 12; High Schools; *High School Students; *Mathematics Tests; *Multiple Choice Tests; *Science Tests; Secondary School Mathematics; Secondary School Science; *Test Format; Theory Practice Relationship
IDENTIFIERS- *Open Ended Questions

Data from science and mathematics tests administered to 12th graders in Massachusetts were analyzed to compare the use of multiple-choice items with that of open-ended questions. Specifically, the study was designed to determine the statistical equivalence of the two types of test items, the information yielded by the items, and the grounds upon which one should be preferred over the other. Mathematics tests included 380 multiple-choice items and 12 free response questions, while science tests included 361 multiple-choice items and 11 free response questions. Data were taken from test administrations to students attending 27 schools randomly selected from a total population of 297 schools participating in the study. The number of students in each school ranged from 190 to 651, with a median of 15 students completing each form. A total of 100 students completed each open-ended question. Results indicate that students who perform well when presented with multiple-choice questions perform at comparable levels when presented with more open-ended questions; however, they do not perform equally well. Data from use of the open-ended questions provide far more direct evidence about students' understanding than do data from use of the multiple-choice items. Finally, open-ended responses show potential as instructional devices. Six sample test items and seven tables are included. (TJH)

ED 320 767 SE 051 476

*Searle, Peter; Gunstone, Richard F.*

Conceptual Change and Physics Instruction: A Longitudinal Study.

PUB DATE- 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *College Science; *Concept Formation; *Concept Teaching; Foreign Countries; Higher Education; *Longitudinal Studies; Mechanics (Physics); *Misconceptions; Physics; Science Instruction; Scientific Concepts
IDENTIFIERS- Australia; *Conceptual Change Theory of Knowledge

This paper reports an action study of conceptual change in mechanics using an instructional strategy based on a constructivist view of learning. The aims of the study were to determine: (1) what effect the instructional strategy had on achieving conceptual change; (2) what devices or strategies students used in their attempts to understand physics, and which of these factors were important; and (3) how robust new conceptions were, and to what extent they were used in unfamiliar situations. Seven students in a mechanics section of a first-year physics course were observed during a 12-week period. The instructional strategy consisted of three stages: introduction of POE (Predict, Observe, Explain) experiment, use of qualitative problems related to the concept under consideration, and provision of problems through worked examples by the teacher. The data were collected from audiotaping of classroom sessions, written responses for the POE experiment, problem solving responses, course assessment materials, and interviews. The results indicated that although some success was achieved, obtaining long-lasting conceptual change was a difficult process. The students assessed the course as interesting and relevant, but these features alone were not sufficient to promote change. A lack of awareness of conceptual change was evident among the group. (YP)

ED 320 862 SP 032 107

Diabetes Education. Program Evaluation Handbook.
IOX Assessment Associates, Culver City, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 88
NOTE- 219p.; For the other titles in this series, see SP 032 099 and SP 032 101-105.
AVAILABLE FROM- IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066 ($17.95).

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affective Measures; Attitude Measures; Chronic Illness; *Diabetes; *Evaluation Criteria; Evaluation Methods; Health Education; *Program Evaluation; *Psychometrics; Questionnaires; Special Health Problems

Intended as a resource for individuals wishing to evaluate diabetes education programs, this handbook, one of a series of seven, provides a collection of measuring devices that can improve the quality of such evaluations. Chapter 1 introduces the handbook's contents and outlines evaluation related issues specific to diabetes education programs. Chapter 2 introduces the key operations involved in program evaluation, emphasizing the role of assessment instruments in the gathering of information needed for defensible evaluations. Chapter 3 contains the measuring tools designed to be used in the evaluation and design of diabetes education programs. These measures deal with behavior, knowledge, skills, and affective outcomes. Each measure is introduced by a brief description of the purpose of the assessment instrument, as well as procedures for administering, scoring, and analyzing the resulting data. Chapter 4 describes how technical appraisals of the handbook's measures can be carried out. The three appendices contain amplified content descriptors for updating the various measures, an explanation of informed consent procedures, and an annotated bibliography. (JD)

ED 320 910 SP 032 496

*Nesselrodt, Pamela S.*
Patterns in Teacher Decisions for Different Ability Classes.

PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; *Attribution Theory; Classroom Research; *Classroom Techniques; *Decision Making; Secondary Education; *Student Characteristics; Student Evaluation; Teacher Attitudes; *Teacher Expectations of Students; Teaching Methods

Current research on teacher decision making reveals that ability is viewed as an important attribute in determining students' achievement and that teachers behave differently toward students of different ability levels. This study focuses on a secondary English teacher's decision making in a class she perceived to be of low ability and in one she perceived to be of high ability. Data were gathered through interviewing the teacher, audiotaping her thinking aloud while planning, videotaping class sessions with subsequent stimulated recall sessions, observations, and pertinent written documents. The results of this study do not show major patterns of differences in this teacher's decisions for the two classes, perhaps because the curriculum is the same for all classes. The noteworthy differences hinge on her style and the students themselves. For example, generally she made her plans for the general class, modifying them for the advanced class. The study provides insight into how a teacher translates curriculum into instruction, how instruction is modified to accommodate students' needs, and how fine-tuning takes place during the implementation of lesson plans. Thus, the study links the research on teacher decision making with attribution theory and the resulting expectancy literature. (JD)

ED 320 952 TM 015 236

*Van Epps, Pamela D.; Thompson, Bruce*
Conflict Management Styles Predicted by Managerial Frames of Reference.
PUB DATE- 5 Jun 90
NOTE- 46p.; Paper presented at the International Conference of the International Association for Conflict Management (3rd, Vancouver, Canada, June 13-16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrators; Comparative Testing; *Conflict Resolution; Factor Analysis; Higher Education; Multivariate Analysis; *Predictive Measurement; Test Reliability; Test Validity
IDENTIFIERS- *Management Styles; Managerial Frames of Mind Survey; *Organizational Conflict Inventory

The measurement integrity of M. A. Rahim's Organizational Conflict Inventory (ROCI-II) and D. M. Roussel's Managerial Frames of Mind Survey (MFMS) was investigated, as was the relationship between scores on the two measures. Subjects were 369 managers from three types of organizations: (1) higher education; (2) not-for-profit public sector organizations; and (3) a for-profit corporation. Analyses conducted included classical reliability analyses, both exploratory and confirmatory factor analyses, and a multivariate analysis of relationships between the two measures. Results focusing on the measurement integrity of the ROCI-II are generally supportive of the measure, suggesting that it evaluates five dimensions, as postulated. Confirmatory factor analysis suggested that the scales were not orthogonal constructs. Results focusing on the measurement integrity of the MFMS are less favorable. Exploratory factor analyses supported the measure, but confirmatory analyses did not result in a reasonable fit of the model to the data. Results suggest the need for additional item refinement and construct elaboration. The canonical analysis identified some manager archetypes for further exploration. Six tables and two graphs present study data. (Author/SLD)

ED 320 699 PS 018 890

Preschool Guidelines: Suburban Model (Ontario Local School District).
Ohio State Dept. of Education, Columbus. Div. of Educational Services.; Ontario Local School District, Mansfield, OH.
PUB DATE- 86
NOTE- 58p.; For other models, see PS 018 885-893.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Demonstration Programs; *Educational Environment; Guidelines; *Measures (Individuals); Models; *Preschool Education; Program Descriptions; *Program Development; *Program Implementation; Questionnaires; *Suburban Schools
IDENTIFIERS- *Program Characteristics

The Ontario Local Schools District, serving the village of Ontario and Springfield Township, offers this manual of operation which program staff developed to reflect the first year of implementation of a preschool program. Contents concern: (1) needs assessment; (2) program development; (3) facilities, equipment, and supplies; (4) staffing and personnel; (5) preschool operations; and (6) advisory board and parent involvement. About half of the manual consists of appended materials, including preschool needs assessment results; a parent evaluation questionnaire; a preschool classroom design sheet; the Carolina Developmental Profile, the ABC Readiness Inventory, and Parten Social Play Categories; and a checklist for evaluating learning environments for young children. (RH)

ED 320 739 RC 017 595

Staff Development in Rural and Small Schools. Small Schools Network Information Exchange. Number 8.

**Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 145p.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands. Publications Department. 290 South Main Street, Andover, MA 01810 ($14.95 plus $2.50 postage/handling). Cite order number 9066-09.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Continuing Education; Elementary Secondary Education; *Faculty Development; Inservice Education; Program Descriptions; Public Schools; *Rural Schools; *Small Schools; *Staff Development

This packet contains 24 articles reprinted from books and journals dealing with effective staff development in small and rural schools. The articles are arranged in four sections. The first section reviews current research on staff development, discussing workable ideas, decision making principles, and general characteristics of effective staff development program. The second section contains detailed reports on specific staff development programs and efforts at the district and school levels, including formal and informal approaches that were proven to be successful. The third section focuses on collaboration and partnership in staff development. "Networks," "partnership," "consortiums," and other types of collaboration across school districts and regions are discussed. Interactive television technology also is suggested as a shared resource for staff development. The final section lists additional guidebooks, research papers, and practical reports on staff development. (ALL)

ED 320 753 RC 017 613

*Lazere, Edward B.; And Others*
The Other housing Crisis: Sheltering the Poor in Rural America.
**Center on Budget and Policy Priorities, Washington, DC.; Housing Assistance Council.**
PUB DATE- Dec 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; Black Population Trends; Census Figures; Family Characteristics; Federal Government; *Government Role; Homeless People; *Housing; Housing Deficiencies; *Housing Needs; *Low Income; Low Rent Housing; Poverty; Regional Characteristics; *Rural Areas; *Rural Urban Differences
IDENTIFIERS- Department Of Housing And Urban Development

This report discusses the growing shortage of affordable housing in the rural United States. The data, released in February 1989, come from the U.S. Bureau of the Census and the Department of Housing and Urban Development. The data show that most of the 3.9 million poor households in nonmetropolitan areas pay high percentages of their limited incomes for housing. Large numbers of poor rural homeowners bear high housing costs, but bigger affordability problems are faced by poor rural renters. Moderate-income households also have significant housing-cost burdens in nonmetropolitan areas though such households spend proportionally less on housing costs than the poor. In fact, the data show that, as income rises, the proportion spent on housing declines. Since the 1970s, there has been a dramatic shift from a surplus to a shortage of rural low-income housing, burdening poor black and white families alike. While housing costs are a bigger burden in urban areas, incomes are lower in rural regions. Poor rural families also occupy a disproportionate share of substandard housing and for most such poor rural households, government subsidized housing is inaccessible. Most national analyses forecast that affordable housing will be less accessible to low-income families in the future. Nonmetro poor households are more likely to be white, elderly, and to include a married couple with at least one worker. Rural Southern households are more likely to be poor than those elsewhere in the nation. The U.S. housing problem is a crisis that requires action from both government and the private sector. (TES)

ED 320 814 SO 020 915

Classroom Activities in State and Local Government. Bulletin No. 9446.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 89
NOTE- 226p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Class Activities; Curriculum Development; Governance; Government (Administrative Body); Governmental Structure; Government Role; Instructional Materials; *Local Government; Secondary Education; Social Studies; *State Government; Teaching Guides
IDENTIFIERS- *Wisconsin

Educating students about state and local government is vital to providing the skills necessary for effective citizenship. This six-part teachers guide addresses various aspects of incorporating the study of government into the social studies curriculum. Part 1 presents a rationale and goals for teaching government. Part 2 addresses the various ways in which content can be organized. Three examples are presented: an issues approach, an historical approach, and a social science approach. The advantages of each recommended approach are described. Parts 3, 4, and 5 provide an array of activities designed to fulfill the goals delineated in Part 1 and the suggested content organizations of Part 2. In these sections, specific activities are recommended as items that teachers can use in their classrooms as well as models for constructing new activities. These instructional activities and strategies fit into three focus areas: the structure of government, the function of government, and the funding of government. This three-part organization establishes a framework for investigating political and governmental issues, behavior, and institutions. Part 6 contains a list of people, organizations, print and nonprint materials, and agencies that can help teachers develop a reservoir of materials useful in the development of curriculum and the teaching of state and local government. A number of tables and graphs appear throughout the guide. (DB)

ED 320 713 RC 017 541

Our Disappearing Farmland. Proceedings of the Farmland Preservation Conference (Cobleskill, New York, July 28, 1988).
**New York Farm Bureau, Glenmont.; New York State Legislative Commission on Dairy Industry Development, Albany.; New York State Legislative Commission on Rural Resources, Albany.**
PUB DATE- 28 Jul 88
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agriculture; *Land Use; Property Taxes; Questionnaires; Real Estate; State Programs; *Urbanization; Urban to Rural Migration; Zoning
IDENTIFIERS- *Farmland; Farms; *New York

An estimated 13 million acres of New York State have been taken out of production agriculture since the early 1900s. While most of this land has remained idle and returned to its natural growth, that part that is being rapidly converted to urban uses is of immediate concern. These changes inevitably affect the quality of life in rural areas, impacting family lives, community service, and education. Urban development often absorbs prime agricultural lands in disproportionate amounts. It has an additional, indirect impact on farming, as an uncertain farming environment causes farmers to forego major improvements or investments. The conference reported in this document explored the various options available to preserve some of that prime agricultural land in New York State. Speakers described specific preservation programs operating in Connecticut, Florida, Maryland, Massachusetts, New Jersey, Oregon, Pennsylvania, Vermont, and Wisconsin. Preservation strategies include creation of agricultural districts, agricultural use-value assessment, zoning, purchase and transfer of development rights, and the setting up of land trusts. The appendices include a follow-up questionnaire sent to conference participants, survey results, and an outline of farmland preservation efforts in other states. (SV)

ED 320 784 SO 019 192

Vinculacion Entre La Educacion Y El Mundo Del Trabajo: Informe Final. (Coloquio Regional Caracas, Venezuela, Septiembre 2-6, 1985) = The Linkage Between Education and Employment: Final Report of the Regional Colloquium (Caracas, Venezuela, September 2-6, 1985).

**United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.**

PUB DATE- Sep 87

NOTE- 305p.

AVAILABLE FROM- UNESCO Regional Office for Education in Latin America and the Caribbean, Enrique Delpiano 2058, Plaza Pedro de Valdivia, Casilla 3187, Santiago, Chile.

LANGUAGE- Spanish

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; Developing Nations; Economically Disadvantaged; Educational Economics; Educational Needs; Educational Planning; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Global Approach; Literacy Education; Outcomes of Education; *Public Education; *Technical Education; *Work Study Programs

IDENTIFIERS- *Caribbean; *Latin America

At this regional colloquium 13 papers were presented concerning the relationship between education and employment. Themes addressed were: (1) the transformation of the workplace by technology and science; (2) the future of the disadvantaged population as a consequence of the technological revolution; and (3) the resulting changes in the education systems. The papers presented were: (1) Labor Mobility, Technological Changes, the Right to Work and Learn (Ettore Gelpi); (2) The Effects of Technological Innovation on Employment and Occupational Qualifications (Victor Manuel Gomez); (3) Technological Innovation, Productivity, and Professional Qualifications: A Study of the Dairy Industry (Marcos Supervielle; Jean Ruffier); (4) Technological Innovation, Literacy and Employment (Elio Vieira); (5) Technological Transformation and Literacy in Rural Areas (Edgar Silva Soloyano); (6) Non-Formal Education and Technology Among Small Agricultural Producers (Guillermo Briones); (7) Professional and Occupational Readjustment among Workers in Crisis (Graciela C. Riquelme); (8) An Experience of Education-Work in the Central Mine Cooperative of Bolivia (Jorge Albarracin); (9) Transformations of the Work World and Its Effects on Education (Ettore Gelpi); (10) Educational Preparation for Work in Venezuela (Arnaldo Este); (11) Preparation for Work (Cesar Pena Vigas); (12) Technogical Transformation of Work and Its Effects on Educational Programs and Literacy (Luis E. Maso Frometa); and (13) Basic Education in Venezuela (Delia Malave de Silvestri). (NL)

ED 320 799 SO 020 874

*Sichel, Werner, Ed.*
The State of Economic Science: Views of Six Nobel Laureates.
**Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.**
REPORT NO.- ISBN-0-88099-083-X
PUB DATE- 89
NOTE- 120p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Ave., Kalamazoo, MI 49007 ($9.95 paperback, ISBN-0-88099-083-X; $18.95 cloth, ISBN-0-88099-084-8).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Cycles; *Economic Factors; *Economic Research; *Economics; Economics Education; *Free Enterprise System; Higher Education; *Models; *Theories
IDENTIFIERS- *Nobel Laureate

In this collection of essays six noted economists question the state of economic science today. Kenneth J. Arrow focuses on the theories of individual and social choice and general economic equilibrium. Arguing that macroeconomics is the key to understanding the modern economic system, Robert M. Solow provides an historical review of the ideas of macrotheory. Lawrence R. Klein discusses the present state of macroeconomic theory and policy as it relates to econometrics. James Tobin looks at the fundamental issue of macroeconomics: the existence, reliability, strength, and speed of market economy adjustments. Tobin states that a large gap exists between academic macroeconomics and that oriented to contemporary events and policies. In developing a modern theory of public choice, James M. Buchanan also develops contractual and constitutional bases for the theory of political decision making and public economics. Herbert A. Simon remarks on the state of methodology used in, and the future of, economics. Simon believes the methodology is in need of reform and claims that more emphasis should be placed on the prescriptive, rather than on the predictive as a test of science. Recommendations are made by each of the contributors in this discussion of macroeconomic theory, policy, and methodological developments. (NL)

ED 320 831 SO 020 957

*Singh, Anne*
Living in India. Young Discovery Library Series: 14.
REPORT NO.- ISBN-0-944589-14-6
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Aline Riquier.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Asian Studies; Childrens Literature; Cultural Awareness; Educational Resources; Elementary Education; Foreign Countries; *Foreign Culture; Geography; *History Instruction; *Indians; Instructional Materials; Library Materials; *Social Studies; Visual Aids
IDENTIFIERS- *India; Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume describes various aspects of life in India. Customs, religions, languages, housing, work, food, clothing and festivals of the people of India are presented. A discussion of the 15 main languages in India and the Indian love of motion pictures concludes the book. (NL)

ED 320 894 SP 032 454

*Warring, Douglas F.*
A Collaborative Mentor-Mentee Program.
PUB DATE- Jul 90
NOTE- 24p.; Paper prepared for the World Assembly of the International Council on Education for Teaching (36th, July 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; Interpersonal Relationship; *Mentors; *Program Development; Teacher Characteristics; Teacher Qualifications

A mentor-mentee program has been developed and is currently being implemented and evaluated through the collaborative efforts of the College of St. Thomas (St. Paul, Minnesota) and the Bloomington (Minnesota) School District. The program provides for specific training, support, and frequent formal and informal contacts which stimulate professional growth. The Bloomington program, one of 11 sites funded in 1988 by the Minnesota State Department of Education, serves as a demonstration site. A description of the mentor-mentee program in Bloomington includes recommendations for developing successful mentorship programs. Tables provide findings on teachers' perceptions of their professional characteristics and the most frequently perceived problems of beginning teachers. (JD)

ED 320 966 TM 015 292

*Kubiak, Anna T.; Cowell, William R.*

Using Multiple DIF Statistics with the Same Items Appearing in Different Test Forms.

PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; Elementary Secondary Education; *Equated Scores; *Item Bias; Microcomputers; National Programs; Racial Differences; Sex Differences; *Test Format; Testing Programs; Test Items
IDENTIFIERS- Educational Testing Service; *Mantel Haenszel Procedure

A procedure used to average several Mantel-Haenszel delta difference values for an item is described and evaluated. The differential item functioning (DIF) procedure used by the Educational Testing Service (ETS) is based on the Mantel-Haenszel statistical technique for studying matched groups. It is standard procedure at ETS to analyze test items for their differential difficulty with regard to gender and race/ethnicity of examinees. Test items used to perform the averaging procedure for this study were taken from the item bank of a large national testing program. Each form used in this study consisted of 80 items. Forms selected for the study had a large number of items in common. The delta difference average is the mean of single delta difference statistics across forms weighted inversely to their respective error variances. Overall, the results of differential item functioning analyses are similar to the weighted average procedure. Even if test forms were constructed to have items in common, as is the case in common item equating, the cost of test development and subsequent statistical analyses would be considerable. The weighted average procedure, on the other hand, is quite easy to perform, particularly with the use of a personal computer, and it does not require reformatting of the original data. Seven data tables are included. (TJH)

ED 320 979 UD 027 489

*Chubb, John E.; Moe, Terry M.*

Give Choice a Chance. Answers to the Most Frequently Asked Questions about Mediocrity in American Education and What Can Be Done about It.

**Brookings Institution, Washington, D.C.; Stanford Univ., Calif.**
PUB DATE- Mar 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Change; Educational Improvement; *Educational Quality; Educational Trends; Elementary Secondary Education; Parent Participation; *Parent Role; *Public Education; *School Based Management; *School Choice; School Effectiveness; School Organization; *School Restructuring

Parental choice is seen as a promising approach to school improvement. This report supports choice by suggesting answers to the following questions that reformers might ask: (1) is school performance poor enough to justify wholesale change? (2) what have schools done about troubling trends in student performance? (3) what do other researchers say about trends in learning and schooling? (4) what does new research say about student achievement and school performance? (5) what is the relationship between school organization and school performance? (6) what organizational characteristics make schools effective? (7) how clear is it that effective school organization promotes student achievement? (8) what constitutes effective school organization? (9) why is autonomy so important for effective school organization? (10) why are so few schools autonomous? (11) what will be the consequences of 1980s' reforms and improvements? (12) what are promising approaches to school improvement? (13) how do systems of competition and choice work? (14) how successful have they been? (15) what results can they produce? (16) will unsound but superficially attractive schools flourish? (17) will children of uninformed parents end up in mediocre schools? (18) will choice systems be more expensive than current ones? (19) should private schools participate in choice systems? (20) would this destroy public education? and (21) what are the most important points for reformers to consider? The report includes 37 references. (AF)

ED 320 700 PS 018 891

Early Identification Guidelines: Suburban Model (Lucas County School District).
Lucas County School District, OH.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PUB DATE- 86
NOTE- 190p.; For other models, see PS 018 885-893.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Check Lists; *Classroom Environment; Creativity; *Curriculum Development; *Gifted; Guidelines; *Identification; Learning Processes; Measures (Individuals); Models; Parent Participation; *Preschool Children; Preschool Education; Program Descriptions; Program Development; *School Personnel; Suburban Schools
IDENTIFIERS- *Screening Procedures

Developed by a suburban school district, this manual provides guidelines for the early identification of gifted preschool children and describes Project Unicorn, a project to conceptualize, plan, and implement a classroom curriculum model for gifted young children. Project activities were based on Jean Piaget's theory of cognitive development and Erik Erikson's theory of social-emotional development. The curriculum framework involves processes of exploration, further learning, building upon previous learning, and communicating in the content areas of discovery, dramatic play, texture, motor development, expressive art, block play, and communication. The six chapters of the manual concern: (1) the identification process; (2) classroom environment and curriculum design; (3) staffing and personnel; (4) parent and family involvement; (5) project dissemination and interagency coordination; and (6) program evaluation. Extensive appendices provide assessment forms, such as a survey of creative and imaginative behavior; curriculum materials, particularly for health education; parent educational and teacher in-service materials, with a checklist of traits of gifted children; and project products and other related materials. (RH)

*Lawson, Gayla Juan Hughes*
An Analysis of a Staff Development Intervention in Rural Schools.
PUB DATE- Aug 89
NOTE- 166p.; Doctoral dissertation, University of Texas, Austin.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Educational Research; *Instructional Effectiveness; Models; Multivariate Analysis; Rural Education; *Rural Schools; Site Selection; Socioeconomic Influences; *Staff Development; Teacher Characteristics; Teacher Education; *Teacher Educators; Time Factors (Learning); Training Methods
IDENTIFIERS- Arkansas; Louisiana; New Mexico; Oklahoma; Texas

This study examines variables that affect staff development in rural schools. It examines systematically delivered rural staff development intervention in 28 rural schools in five states representative of the Southwest--Arkansas, Louisiana, Oklahoma, New Mexico, and Texas. The study, involving 700 teachers, tests 18 hypotheses based largely on research, experience, and literature from non-rural settings. It examines 24 variables related to staff development intervention, in order to construct a predictive model of context variables supporting the use of effective strategies for staff training. Initial site variables tested were: average daily attendance, ethnicity, socioeconomic status (SES), number of teachers and administrators, selection of site, proximity to the nearest institution of higher learning (IHE), and a perceptual measure of site's instructional focus. Training variables included: administrative participation, incentives offered, time of day held, release time allowed, number of participants, source of trainer, and training observation. Teacher rate of implementation was measured with the following variables: method of selection for training, gender, grade level, and type of course taught. The study concludes that a number of variables have an effect on the rate that teachers implement new or improved strategies and behaviors following training. Eight predictors were found to account for 56.9% of dependent variable, including: (1) training time of day; (2) number of students at school eligible for free or reduced lunch (SES); (3) administrative participation; (4) nearness to an IHE; (5) incentive provided; (6) high school-level teaching assignment; (7) number of administrators in district; and (8) trainer from an IHE. The study recommends areas of further research. Approximately 100 references are included. (TES)

ED 320 848 SP 031 859

*Vance, Victor S.; And Others*
Generating Shared Leadership: Focus on Career Development.
PUB DATE- 19 Nov 89
NOTE- 22p.; Paper presented at a Meeting of the National Council of States on Inservice Education (San Antonio, TX, November 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Elementary Secondary Education; Evaluation Criteria; Leadership Responsibility; Mentors; *Participative Decision Making; Teacher Administrator Relationship; Teacher Improvement; *Teacher Influence; *Teacher Participation; *Teacher Role

The purpose of this paper is to discuss the development of shared leadership by focusing on the career of teaching in a single school system. Three elements are addressed which are important to the implementation and continuation of the career development program: teacher involvement, maintenance of an evaluation system, and flexibility through staged differentiation of the role of teachers.

According to survey data, comments, and other information, the program is succeeding largely because of the involvement of teachers and administrators in program design and redesign. (JD)

ED 320 879 SP 032 433

*Guerrero, Frank; Mason, Susan*
The New Teacher Staff Development Program, 1988-89. OERA Evaluation Section Report.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Program Development; Program Effectiveness; *Program Evaluation; *Staff Development; *Teacher Orientation; *Teacher Responsibility; *Teacher Role

The New Teacher Staff Development program was designed to introduce new teachers to the New York City School System. Training models were based on the latest research and currently used nationwide staff development programs, focusing on subject areas as well as levels of learning ability. The specific goals of the program were to help new teachers develop and improve skills in the following areas: (1) understanding the basics of lesson development and presentation; (2) using curriculum materials to guide lesson planning; (3) organizing and managing the classroom; (4) learning attendance procedures, record keeping, and Board of Education policies; (5) gaining an awareness of students with special needs and knowing how to meet these needs; (6) establishing working relationships with parents; and (7) feeling comfortable in the role of teachers, and feeling part of the profession and of the New York City school system. This report presents highlights of the major findings of the 1988-89 program evaluation. Based on these findings, and other information contained in the report, specific recommendations are made. (JD)

ED 320 925 TM 015 023

*Machiels-Bongaerts, Maureen; And Others*
The Effect of Prior Knowledge Activation on Text Recall: An Investigation of Two Conflicting Hypotheses.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Cognitive Ability; Cognitive Processes; Comparative Analysis; Foreign Countries; Hypothesis Testing; *Knowledge Level; *Learning Processes; *Prior Learning; Problem Solving; *Recall (Psychology); Schemata (Cognition)
IDENTIFIERS- *Cognitive Capacity Hypothesis; *Selective Attention; Text Processing (Reading)

Two hypotheses, the cognitive capacity hypothesis and the selective attention hypothesis, try to account for the facilitation effects of prior knowledge activation. They appear to be mutually exclusive since they predict different recall patterns as a result of prior knowledge activation. This study was designed to determine whether the two hypotheses are mutually exclusive, or whether they only appear to be diametrically opposed. Two groups of 10 subjects participated in experiments providing support for the two hypotheses. One group, the "problem group," activated knowledge that corresponded with the problem information of a text that described the consequences of fishery policies for a small (hypothetical) village in Portugal. The recall pattern of this group was expected to reflect the predictions of the cognitive capacity hypothesis. The other group (the tourism group) was expected to show the recall pattern predicted by the selective attention hypothesis as group members tried to fill the slots of schema mobilized prior to the study by constantly selecting matching information. Results indicate that both hypotheses could be valid. The problem group showed an increase in new information while recall of activated information was not impaired, as predicted by the cognitive capacity hypothesis. The problem group also recalled more information than did the other group, and their recall protocols showed more relations linking the concepts of the text. Findings indicate that these hypotheses only appear to be mutually exclusive. Two tables contain study data. (SLD)

ED 320 939 TM 015 188

*Smith, Michael W.*
Using Rasch Analysis To Design and Interpret a Test of Students' Understanding of Irony in Poetry.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Testing; High Schools; *High School Students; *Irony; Item Response Theory; Literary Devices; *Poetry; Pretests Posttests; Rating Scales; Reading Tests; *Scoring; *Test Construction; Test Interpretation
IDENTIFIERS- *Rasch Model

The insights provided by Rasch analysis of results from a literature test were explored. Students in grades 9, 10, and 11 (n=261) responded to a 28-item test before they received one of three treatments: (1) direct instruction, based on research on metacognition in reading, which attempts to give conscious control of strategies used to understand irony; (2) a tacit method, which seeks to have students develop their own strategies through extended practice with the genre; and (3) no treatment. The test made four statements about each of seven poems, five of which were ironic, and asked respondents to strongly agree, agree, disagree, and strongly disagree with each statement. A revised posttest with additional ironic poems was taken by 253 students. Test analysis suggested that the interaction of confidence and understanding in some students made dichotomous scoring preferable to step scoring. Analysis, especially of the new poems on the posttest, suggested that the belief under attack as well as the difficulty of the language in the poems contributed to students' difficulties in understanding irony. Analysis of pretests and posttests indicated that experimental treatments had equal effects on students regardless of initial ability, although the direct treatment may have been more beneficial for the least able students and for the most difficult tasks. The test proved to be a reliable measure of students' understanding of irony in poetry. Results illustrate the benefits of Rasch analysis in test construction, interpretation, and scoring. Five data tables are provided, and the test is included. (SLD)

ED 320 992 UD 027 523

*Irvine, Jacqueline Jordan*
Black Students and School Failure. Policies, Practices, and Prescriptions.
REPORT NO.- ISBN-0-313-27215-8
PUB DATE- Mar 90
NOTE- 168p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Black Culture; *Black Students; Books; Communication Research; *Culture Conflict; Equal Education; Ethnocentrism; Inservice Teacher Education; *Intercultural Communication; Middle Class Culture; Models; Student Needs; *Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- Afrocentrism; Eurocentrism

The combination of Afrocentric students in Eurocentric schools results in a conflict of cultures that places black students at risk. Although schools endorse societal beliefs concerning equal treatment and equality of educational opportunities, certain practices such as the hidden curriculum, tracking, and discriminatory discipline practices are in direct conflict with those beliefs. The conflict between a school's beliefs and its practices is characterized on the classroom level by a lack of understanding of black student cultural values, norms, styles, and language. This teacher-student conflict appears to be related to the declining number of black and minority group teachers. Lack of cultural synchronization because of misunderstanding, missed communications, and low or no teacher interaction results in negative teacher expectations. White teachers communicate differentially with their students, using different communication patterns and expectations for black female and black male students. The following interventions could prove successful with black at-risk students: (1) Afrocentric independent schools; (2) effective teaching; (3) effective schools; and (4) parent education. Generic competencies that can serve as guidelines for in-service staff development programs and preservice teacher education programs are suggested. Statistical data are included on seven tables and five graphs. A list of 327 references and an index are appended. (FMW)

ED 320 740 RC 017 597

*Alvey, R. Gerald*
Kentucky Folklore.
**Kentucky Humanities Council, Lexington.**
SPONS. AGENCY- Kentucky Post, Lexington.; National Endowment for the Humanities (NFAH), Washington, D.C.

REPORT NO.- ISBN-0-8131-0902-7
PUB DATE- 89
NOTE- 61p.; For related documents, see RC 017 598-599.
AVAILABLE FROM- University Press of Kentucky, University of Kentucky, 663 S. Limestone St., Lexington, KY 40506-0336 ($3.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Literacy; *Ethnology; *Folk Culture; Legends; Life Style; Literacy Education; Paperback Books; Proverbs; *Reading Materials; Rural Areas; *Rural Urban Differences
IDENTIFIERS- Appalachian People; Folktales; *Kentucky; *Rural Culture; Rural Language

This book, printed for new adult readers, is about folk culture and folklore in Kentucky. The book, printed in large easy-to-read type and geared for intermediate readers, discusses folk culture and rural lifestyle. It differentiates between folk or traditional culture from elite and popular cultures. The first chapter looks at folk speech, illustrating the different ways ideas are expressed by the different cultures. Kentucky proverbs and other expressions are covered in the second chapter. Rural riddles, puzzles, and folk rhymes are offered in the third and fourth chapters. Customs, beliefs, and superstitions, including home remedies, are discussed in the fifth chapter and folk songs and tales are offered in the sixth and seventh chapters. The book includes a brief biography of the author. (TES)

ED 320 768 SE 051 477

*Chambers, John H.*
An Important Difference between Scientific Research and Empiricist Research in Education.
PUB DATE- 10 Mar 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; *Educational Research; Observation; Research; *Research Methodology; *Research Problems; *Science History; *Scientific Methodology; *Scientific Research

Empiricists work with general concepts defined by their observed sets of objects. Their explanations involve their general concepts derived by trial and error from their untheoretical observations and experience. This paper distinguishes empirical educational research from scientific research to avoid confusion between the two. A reason for the success of science may be because science uses abstract concepts drawn from empirical phenomena rather than with general concepts. The empiricist's mistake is to ignore the abstract concepts of the theoretical level. Lavoisier's oxygen theory of combustion is provided as an example of a scientific endeavor, and a classroom observation study is provided as an example of an empirical education endeavor. Science often develops ideas from imaginative conceptual leaps to produce abstract concepts. Educational empiricists use general categories generalized from observables. (YP)

ED 320 832 SO 020 958

*Bombarde, Odile; Moatti, Claude*
Living in Ancient Rome. Young Discovery Library Series: 8.
REPORT NO.- ISBN-0-944589-08-1
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Francois Place.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Ancient History; Childrens Literature; Educational Resources; Elementary Education; Foreign Countries; *History Instruction; Instructional Materials; Library Materials; *Social Studies; Visual Aids
IDENTIFIERS- *Italy (Rome); *Roman Civilization; Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume describes in text and illustrations various aspects of daily life in ancient Rome. The social life and customs of the people are depicted. How a Roman citizen spent an average day, the dress, food, entertainment, what kind of schooling was offered and to whom, and government practices are outlined. The book describes what the lives of children were like a thousand years ago in Rome. (NL)

ED 320 863 SP 032 303

*Patterson, Allen D.; And Others*
A Brief History of the Association of Teacher Educators, 1920-1990. Second Edition.
**Association of Teacher Educators, Reston, Va.**
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Historical Materials (060)
DESCRIPTORS- *History; *Teacher Associations; *Teacher Educators
IDENTIFIERS- *Association of Teacher Educators

This update of "A Brief History of the Association of Teacher Educators" (ATE) not only extends the printed history of ATE to 1990, but also refines portions of the original document. The additional information derives from a great many association and personal documents and from numerous interview-conversations with individuals and groups. The following are among the topics covered: the organizational meeting of 1920; the first annual program (1921); a brief history of the association from 1920 to 1989; lists of presidents of the precurser to ATE, the Association for Student Teaching (AST) and of ATE, ATE distinguished members, and ATE distinguished educator lecturers; lists of distinguished research in teacher education (1973-1989), distinguished programs in teacher education (1977-1989), distinguished dissertations in teacher education (1981-1989), and distinguished clinicians (1987-1989). (JD)

ED 320 895 SP 032 455

*Clark, Richard J.; And Others*
The Math English Science Technology Education Project (MESTEP).
Massachusetts Univ., Amherst. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 25p.; For a related document, see ED 318 734.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *English Instruction; *Graduate Study; Higher Education; Internship Programs; *Mathematics Instruction; Minority Group Teachers; *School Business Relationship; *Science Instruction; *Teacher Recruitment
IDENTIFIERS- *Math English Science Technology Education Project

Begun in 1983, the Math English Science Technology Education Project (MESTEP) is a collaborative effort among the University of Massachusetts, a network of Massachusetts school systems, and private corporations, designed to recruit into teaching academically talented college graduates with degrees in math, English, and science. MESTEP is an intensive 15-month program during which candidates complete an M.Ed. degree program that includes certification in one of three disciplines, one full semester paid teaching internship, and one full semester paid industry internship. The combination of course work, teaching, and industry experience represents a new route by which college graduates can enter teaching. Teaching interns are employed by a school system to assume most of the responsibilities of a full-time teacher; industry interns work in a full-time position at one of the cooperating companies. During the first three years of teaching, participating companies are committed to making an attempt to hire MESTEP graduates for summer employment. (JD)

ED 320 953 TM 015 237

*Parker, Richard; Tindal, Gerald*
The Reliability, Sensitivity and Criterion-Related Validity of Concept Comparisons and Concept Maps for Assessing Reading Comprehension.
PUB DATE- 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Criterion Referenced Tests; Educational Assessment; *Learning Disabilities; *Multidimensional Scaling; *Reading Comprehension; Reading Difficulties; Reading Tests; Secondary Education; *Secondary School Students; Secondary School Teachers; *Special Education; Test Reliability; Test Validity
IDENTIFIERS- *Concept Comparisons; Concept Maps; *Criterion Related Validity; Experts

The reliability, sensitivity, and criterion-related validity of concept comparison (CC) ratings and computer-derived multidimensional scaling (MDS) maps were studied as ways of assessing reading comprehension. Fifteen experts (2 district coordinators and 13 reading specialists/special education teachers) were included in this study. Reliability was studied by comparing CC ratings and maps produced independently by 5 teachers reading eight 250-word passages from elementary level science and social studies texts. For the 3 of the 8 passages that had sufficient interrater reliability, instrument validity was assessed with 104 reading disabled junior and senior high school students. A randomized control group design compared CC tasks completed before and after students read related or unrelated passages. Students reading related passages produced post-reading CC scores significantly more closely related to teacher scores than did readers of unrelated passages. Student and expert CC scores were then correlated with student scores on: (1) vocabulary and reading comprehension sections from norm-referenced reading tests; and (2) maze tests, multiple-choice questions, and oral reading fluency performance, all based on the passages. These three measures were substantially related to post-reading CC scores, but not to pre-reading scores. Standardized test scores were not significantly related to pre-reading or post-reading CC scores. Reliability and validity results support further research on the use of CC tasks and MDS maps for assessing reading comprehension for older disabled readers. Nine data tables, six figures, and three appendices providing study results are included. A 132-item list of references is provided. (Author/SLD)

ED 320 754                                   RC 017 621

Profiles of Alaska's Public School Districts. Fiscal Year 1989.
**Alaska State Dept. of Education, Juneau.**
PUB DATE- Jan 90
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
  Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; Elementary Secondary Education; Enrollment Rate; *Profiles; Public Schools; *Regional Characteristics; School Demography; *School Districts; School District Size; School District Spending; *School Statistics; Student Characteristics; Teacher Characteristics; Teacher Distribution
IDENTIFIERS- *Alaska

This publication summarizes data gathered by Alaska's State Department of Education on school operations, facilities, programs, students, and personnel in each of Alaska's school districts. For each of the 55 districts that existed in 1989, the information is grouped into six subject headings: background, operating revenues and expenditures, funding community summary, student characteristics, staff ratios and statistics, and staff and student demographics. The background data include the district's size, population, unemployment, and percentage of adults with a high school diploma. The operating revenues and expenditures are financial characteristics about each district's general operations. The funding community summaries show the number of buildings in a district, grade levels served, and enrollment. Student characteristics include numbers of students enrolled in the following programs: gifted/talented, special needs, migrant, bilingual, Chapter 1, and vocational education. Staff ratios and statistics show numbers of teachers, instructional aides, and administrators in a district. The section also includes average salaries, average age, student ratios, and average years of experience for each group. The demographics section gives characteristics of teachers, aides, administrators, students, and high school graduates, broken down into gender and ethnic groups. All the data gathered for the publication are from school district reports or from state and federal sources. This document also contains state totals, a glossary of terms, and a listing of Alaska's school district offices and superintendents. (TES)

ED 320 800 SO 020 878

# Activities of the Commission of the European Communities in the Fields of Education, Training and Youth Policy: 1987-1988. Abridged Version.

**Commission des Communautes Europeennes (Luxembourg).**
REPORT NO.- ISBN-2-87116-136-4
PUB DATE- 90
NOTE- 31p.; Orginally presented to the Standing Conference of European Ministers for Education (Istanbul, Turkey, October, 1989). Prepared for the Commission of the European Communities, Task Force: Human Resources, Education, Training and Youth by the EURYDICE European unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Educational Planning; Educational Strategies; *Education Work Relationship; Foreign Countries; Higher Education; *International Educational Exchange; Nonschool Educational Programs; Student Exchange Programs; *Technical Education; *Trade and Industrial Education
IDENTIFIERS- *European Community

Noting that there are 3,500 higher education institutions with 6,500,000 students in the European Community, four major education programs were adopted in 1987-88 by the European Council of the Commission of European Communities: (1) Erasmus, a program for student mobility; (2) Petra, a program on vocational training for young people and preparation for adult working life; (3) Youth for Europe, aimed at promoting youth exchanges within the European Community; and (4) Comett II, cooperation between universities and enterprises for training in new technologies. In addition, a proposal was made for the "Lingua" program, aimed at promoting language teaching and learning. The document contains a brief description of the chief recommendations made by the Council for further developing education. Among the major goals are to reduce unemployment as well as disparities among the least favored regions. A changing economic environment, scientific and technological changes, and identifiable lack of qualified skilled workers for the needs of the 1990s have led to an increased emphasis on the need for an educational strategy of continuing education and training throughout life. (NL)

ED 320 815 SO 020 917

# Strengthening the Arts in California Schools: A Design for the Future.

California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0855-1
PUB DATE- 90
NOTE- 43p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Core Curriculum; *Curriculum Development; Dance; Educational Change; Educational Development; Educational Objectives; Educational Strategies; Elementary Secondary Education; Music; *Statewide Planning; Theater Arts; Visual Arts
IDENTIFIERS- *California

Arts education is a fundamental obligation of the public schools. Students grow in unique and critical ways by experiencing the arts through practice. The study of the heritage of the arts in their intellectual, critical, and aesthetic dimensions enhances student perspectives. Mankind's artistic achievements are the heritage of every child and an education system is obliged to transmit that heritage from generation to generation. This report presents the recommendations of California's 24 member Arts Education Advisory Committee on ways to improve arts education in the state's public schools. Ten recommendations are made in the areas of: (1) policy; (2) curriculum; (3) staff development; (4) resources; (5) assessment; (6) collaboration; (7) teacher training; (8) leadership; (9) research; and (10) advocacy. An appendix containing a sample listing of arts programs available to California schools is included. (DB)

ED 320 911 TM 014 327

*Pike, Gary R.*
A Comparison of the College Outcome Measures Program (COMP) and the Collegiate Assessment of Academic Proficiency (CAAP) Exams.
**Tennessee Univ., Knoxville. Center for Assessment Research and Development.**
PUB DATE- 89

NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Seniors; Comparative Testing; *Construct Validity; Content Validity; Curriculum Evaluation; *General Education; Higher Education; Instructional Effectiveness; Outcomes of Education; Test Reliability; *Test Validity
IDENTIFIERS- *College Outcome Measures Project; *Collegiate Assessment of Academic Proficiency; University of Tennessee Knoxville

The College Outcome Measures Program (COMP) and the Collegiate Assessment of Academic Proficiency (CAAP) examinations were evaluated as measures of the effectiveness of the general education program of the University of Tennessee (Knoxville). The criteria used to evaluate these examinations focused on their construct validity. The data were collected during the 1988-89 academic year. Scores on the 60-item COMP examination were obtained from 1,973 seniors and scores on the CAAP examination were obtained from 735 seniors. Approximately 100 of these students took both examinations. To evaluate the content representativeness of the examinations, a seven-member faculty committee rated both tests for their coverage of basic skills goals. Students who took the tests also rated the tests. The evaluation by the faculty indicated that neither test covered even one-third of the general education goals established at the university. The CAAP examination was weaker than the COMP examination in providing useful information in specific content areas. Students were somewhat more favorable than the faculty in their evaluations of the CAAP and less favorable in their evaluations of the COMP. Neither test was judged to be adequately reliable. Both tests had a large standard error of measurement related to the scores and subscores, and both were found to be insensitive to the general education coursework at the university. Nine tables and one graph provide the study data. (SLD)

ED 320 967 TM 015 294

*Burry, Judith A.; And Others*
Validity and Reliability of Classroom Observations: A Paradox.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Research; Elementary Secondary Education; *Error of Measurement; Methods Research; *Psychometrics; *Reliability; *Research Methodology; *Validity

Seven features of valid classroom observations procedures, a five-step measurement schemata, and a systematic classroom observation procedure designed to reduce measurement error are presented. The following features are addressed: (1) the inference of the observation is established a priori and confirmed post hoc; (2) craft knowledge and expertise in pedagogy and teaching is developmental; (3) instrumentation must be built upon a research base, an empirical base, or a combination of the two; (4) observation criteria are generic and content specific; (5) observers are well-trained in the process of observing; (6) observers are well-honed on the meaning of teaching behaviors to be observed; and (7) procedures vary depending upon the inferences that are made. The five steps include observation, recordkeeping, retrieval of observations, analysis, and judgment. A primary issue addressed is the question of the adequacy of traditional measurement procedures for investigating the psychometric properties of classroom observations. Theoretical and empirical evidence illustrates the need for carefully examining traditional alternative methodologies for establishing psychometric properties. Classroom observations may not appear reliable in the true-score sense, but are valid if all seven features are present. Five data tables are included. (TJH)

ED 320 701 PS 018 892

Early Identification Guidelines: Urban Model (Toledo City School District).
Ohio State Dept. of Education, Columbus. Div. of Educational Services.; Toledo City School District, Ohio.
PUB DATE- 86
NOTE- 243p.; For other models, see PS 018 885-893.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Involvement; Guidelines; *Identification; *Inservice Education; Lay People; Models; *Preschool Children; Preschool Education; Program Descriptions; Program Development; Program Implementation; *Teacher Workshops; Technical Assistance; Urban Schools; *Volunteer Training
IDENTIFIERS- Screening Procedures; *Screening Programs

Produced by an urban school district, this manual provides guidelines for developing and implementing a preschool screening and follow-up program that is based on community involvement. Part 1 of the manual presents a rationale for preschool screening and outlines the major components of a screening program. Also included in part 1 is a discussion of the prescreening, screening, and postscreening activities included in the implementation of a community-based preschool screening project. Part 2 outlines a volunteer training program for technical and nontechnical components of the screening project. Discussion concerns nontechnical assistance, and screening for development, vision, medical and health condition, and communicative abilities. The rationale for this section is that many communities could not afford to offer preschool screening services without the assistance of trained volunteers. Part 3 addresses the need for staff in-service and offers suggestions concerning content and format of an early identification workshop for teachers. The purposes of the proposed workshop are to create awareness of the importance of early identification of children with special needs and to present ways in which teachers can play a critical role in the screening and follow-up process. (RH)

ED 320 714 RC 017 543

Toward a Rural Health Policy in New York State. Legislative Symposium Proceedings (Cooperstown, New York, November 14-15, 1985). A Rural Resources Special Focus Report.

**New York State Legislative Commission on Rural Resources, Albany.**

PUB DATE- Apr 86

NOTE- 44p.; For related document, see RC 017 550. Photographs will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Health Care Costs; *Health Needs; Health Personnel; *Health Programs; *Health Services; Medical Care Evaluation; *Rural Areas; Rural Economics; Rural Environment; *State Action; State Legislation

IDENTIFIERS- New York

Rural residents have traditionally received fewer essential health care services than their urban counterparts because of lack of coherent health care policy, institutional and regulatory impediments, and the special costs of delivering health care in a rural setting. Lack of adequate health services affects all rural residents, including children. With this in mind, health care providers, insurance representatives, state legislators, health care associations, and State Health Department and Social Services Department staffs convened a symposium in order to identify the key issues and outline a framework for improving health care policy and services for rural New Yorkers. This report contains highlights of four separate workshop discussions with the specific recommendations made by each group. All four workshop groups independently arrived at similar conclusions and recommendations about state policy, regulations and codes, communication and representation, joint ventures, research, finance, and personnel. Workshops recommended stimulating recruitment and retention of health care workers, providing more administrative backup, improving financial support, and providing dollar incentives in terms of taxes, insurance, and education. The report also describes the conerence setting history, and opening session, and contains a list of conference participants, resource contacts, and abstracts of the white papers prepared for the symposium. (DHP)

ED 320 769 SE 051 478

*Smith, Dennie L.; Smith, Lana J.*

Changing To Meet the Future: The Memphis Urban Mathematics Collaborative.

PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Inservice Teacher Education; *Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Secondary School Teachers; *Staff Development; Teaching Methods; Urban Schools; Workshops
IDENTIFIERS- *Tennessee (Memphis)

This case study provides an account of one teacher's background, experiences, and perceptions as she has changed curriculum, teaching approaches and methods, and professional roles in consequence of her experiences in the Memphis Urban Mathematics Collaborative. Data are descriptive and presented from the perspective of the teacher. The discussion is organized around three major areas: (1) the work context in school and classroom; (2) personal interrelation to the context of the work, the teaching of mathematics, and related professional issues and concerns, including family relations; and (3) the Collaborative activities and their influence personally and professionally upon the teacher. Experiences included learning how to integrate computers into advanced classes and receiving financial support to attend national conferences that made her take a different approach to her career as a professional leader, workshop instructor, curriculum developer, and a teacher. (YP)

ED 320 785    SO 019 382

*Roggi, Luis Osvaldo, Ed.*
La Educacion en America Latina y El Caribe Durante Los Proximos 25 Anos. (Education in Latin America and the Caribbean during the Next 25 Years.)
**Organization of American States, Washington, D.C. Dept. of Educational Affairs.**
PUB DATE- 87
NOTE- 211p.; Proceedings of a Conference of the Organization of American States (Washington, DC, March 31-April 4, 1986).
AVAILABLE FROM- Secretary General of the Organization of American States, OEA, Department of Public Information, Promotion and Sales Unit, Washington, DC 20006.
LANGUAGE- Spanish
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Educational Development; Educational History; *Educational Objectives; *Educational Planning; *Educational Policy; Educational Research; Educational Trends; Futures (of Society); Global Approach; Higher Education
IDENTIFIERS- *Caribbean; *Latin America

The nine papers appearing in this document review both limitations and progress in education in Latin America, study the future of education in Latin America and the Caribbean, and make recommendations to the Regional Program for Educational Development (PREDE). There is, in addition, a lengthy transcription of a discussion, among eight of the participants, on the principal themes and views of the conference. The articles are: (1) An Analysis of the Conference (L. O. Roggi); (2) Education and Society in Latin America (G. Rama); (3) The Challenge of Latin American Education During the Next 25 Years (C. Braslavsky); (4) Education Anticrisis for Latin America and the Caribbean (R. Lerner de Almea); (5) The Democratic School: National, Regional, and Unified (L. A. Cunha); (6) Reflections on Educational Problems in Latin America and the Caribbean (J. Coutinho); (7) Refections on Regional Education in Latin America (S. N. de Senen Gonzalez); (8) PREDE-OEA Programs of the Next 25 Years (M. Montero-Sieburth); (9) Decentralized Educational Systems in Latin America and the Caribbean: A Research Project (N. McGinn). Also included is a chapter taken from a historical document, entitled "La Didactica Magna" written by Juan Amos Comenio, who lived from 1592-1670. (Summaries are presented of each journal entry, first in Spanish, then, in turm, in English, French, and Portughese.) (NL)

ED 320 849 SP 031 930

*Floden, Robert E.; Buchmann, Margret*
Philosophical Inquiry in Teacher Education. Issue Paper 89-6.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 41p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.20).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; *Concept Formation; *Educational Philosophy; *Foundations of Education; Higher Education; *Inquiry; Teacher Education; Teaching Methods

This paper analyzes how philosophy enters into inquiry in teacher education, in writings by both philosophers and nonphilosophers. Examples illustrate philosophical activities (such as conceptual and logical analysis, positing and explaining distinctions, evoking shared ideas and values), as well as showing that philosophy plays an important part in arguments not obviously philosophical. Commentary clarifies ways in which people can be moved to do philosophical inquiry, how much inquiry can be carried out, and how its quality may be judged. Authors whose work is discussed include Buchmann, Combs, Dewey, Gage, Scheffler, Shulman, Wilson, and Zeichner. (Author)

ED 320 864 SP 032 312

*Stahlhut, Richard G.; Hawkes, Richard R.*
Mentoring Student Teachers: A Conceptual Model.
PUB DATE- Feb 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Higher Education; *Interpersonal Relationship; *Leadership Styles; *Mentors; Preservice Teacher Education; Role Models; Student Attitudes; *Student Teachers; *Supervisory Methods; Teacher Student Relationship

This study sought to determine how student teachers perceived their cooperating teacher's leadership practices. The Leader Behavior Description Questionnaire Form was completed during the final week of clinical field experience by 212 student teachers. The questionnaire was based on four identified leadership styles used by mentors: (1) directing--telling student teachers what, how, and when to perform structured tasks and expecting precision and productive output; (2) coaching--demonstrating, modeling, developing talent, and resolving conflicts considerately; (3) supporting--maintaining harmony, praising, and emphasizing consideration; and (4) delegating--allowing freedom to experiment, tolerating uncertainty, and facilitating. Three specific leadership behaviors were subsumed under each of these mentoring styles. Findings indicated that cooperating teachers used multiple

leadership behaviors and that they used all of the mentoring styles equally. (JD)

ED 320 880 SP 032 434

*Kroll, Linda; And Others*

The Effect of a School-University Partnership on the Student Teaching Experience.

PUB DATE- Apr 90

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; *Master Teachers; Preservice Teacher Education; Program Evaluation; Schools of Education; *Student Teachers; *Teacher Attitudes; *Teacher Role

A partnership program involving student teachers at Mills College (California) and a local public school is described. The purposes of the program are to provide a concerted, coordinated effort in inservice education for classroom teachers; to provide an arena where both college faculty and school faculty can experiment in putting theory into practice; and to define and refine the role of the master teacher in the professional training sphere. A study examined the effect of the partnership on the student teacher and the master teacher in the classroom. The subjects of the study were 6 teachers from the partnership school who have served as master teachers, the 6 master teachers from a nearby school where student teachers from Mills had and continue to have field experience, and the 13 Mills teacher education graduates who had field experiences at the partnership school. Data were gathered via questionnaires. Findings indicate that the effect of the partnership had the strongest positive effect on partnership master teachers who acquired a broader sense of professionalism. For the student teacher, the benefits of the partnership were reflected in a deepening understanding of the teaching profession. Copies of the questionnaires are appended. (JD)

ED 320 980 UD 027 492

*Mohapatra, Manindra K.*

South Asian Ethnics in Britain and BBC: Content Analysis of a Television Program.

Kentucky State Univ., Frankfort. School of Public Affairs.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Conference on South Asia (18th, Madison, WI, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Content Analysis; *Ethnic Groups; Foreign Countries; *Immigrants; Indians; *Programing (Broadcast); Racial Attitudes; *Television; Television Research
IDENTIFIERS- Bangladesh; *Great Britain; Pakistanis; Sri Lanka

This study uses content analysis of "Network East," an ethnic television program aired on British television, to identify the major concerns of the South Asian community in Britain. Most South Asians, comprised of Indians, Pakistanis, Bangladeshis, and Sri Lankans, live in the urban centers of London, Birmingham, Leicester, and Bradford. The following tentative conclusions are reported: (1) "Network East" appears to be a balanced ethnic program for the South Asians in Britain but it is not certain how many non-South Asians watch the program; (2) the program's producers seem to balance positive and negative stories about South Asians in Britain, but the number of the negative outweighs that of the positive; (3) the issues presented on the program appear to represent the concerns of the South Asians in Britain; and (4) the program offerings are designed for second-generation British-born South Asians who are fluent in English and contrast sharply with the British Broadcasting System's (BBC) ethnic programs screened in the 1970s, which emphasized entertainment and music programs, placed a low priority on public affairs, and the language of broadcast was a mix of Hindi/Urdu languages. Statistical data are included on seven tables. A list of 125 references is appended. (FMW)

ED 320 727 RC 017 577

*Dodd, John M.; Ostwald, Steven W.*
Multicultural Implications for Teachers.
PUB DATE- 20 Oct 89
NOTE- 31p.; Paper presented at the Joint Meeting of the Montana Education Association and the Montana Council for Exceptional Children (Great Falls, MT, October 20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indian Education; *American Indians; Bilingualism; Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Pluralism; Elementary Secondary Education; Ethnic Distribution; *Hispanic Americans; *Multicultural Education; Population Trends; *Racial Differences; Racial Distribution; Sociocultural Patterns
IDENTIFIERS- *Montana

This paper describes several differences between Anglo American children and their Hispanic and American Indian counterparts. The growth of the U.S. ethnic population is described, along with some implications for policymakers and educators in Montana and other affected states. According to census figures, the population of American Indians increased by more than one million people between 1950 and 1980. There is a greater proportion of young people within the American Indian population than within the U.S. population as a whole. Similarly, the average age of Hispanics is relatively low and is expected to remain so for some time. As an educational goal, assimilation of these minorities into White American culture has failed. Assimilation has, therefore, been replaced with a focus on cultural diversity and multiculturalism. Montana has 12 American Indian tribes whose members represent about 6% of the state population. A significant Hispanic population also lives in Montana. While bilingual programs make a great deal of sense in this situation, few such programs exist in this state. Similarities between Hispanic and American Indian communities in terms of cultural traits, extended family structure, and English language-learning are described. Educators are called upon to develop greater awareness of and sensitivity to cultural and linguistic differences. This paper contains 23 references. (TES)

ED 320 741 RC 017 598

*Lyon, George Ella*
Choices. Stories for Adult New Readers.
**Kentucky Humanities Council, Lexington.**
SPONS. AGENCY- Kentucky Post, Lexington.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-8131-0900-0
PUB DATE- 89
NOTE- 66p.; For related documents, see RC 017 597-599.
AVAILABLE FROM- The University Press of Kentucky, University of Kentucky, 663 S. Limestone St., Lexington, KY 40506-0336 ($3.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020) Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Literacy; Instructional Materials; *Literacy Education; Paperback Books; *Poverty; Reading Materials; Recreational Reading; Rural Areas; *Rural Family; Short Stories
IDENTIFIERS- Appalachian Education; *Appalachian Literature; *Appalachian People; Rural Culture; Rural Language

These 13 short stories were written specifically for new adult readers. Each story is narrated by a fictional character from Appalachia. The words are relatively simple and the texts are printed in large-print type. The book, produced for Kentucky literacy programs, has "choices" as its theme. Each story deals with an important decision the teller has confronted, often involving marriage, family life, or work. Some of the stories are comical, others are sad. Almost all of them are linked in some way to conditions of rural Appalachian poverty. The author uses some Appalachian dialect, including non-standard grammar, to establish her characters. (TES)

ED 320 926 TM 015 058

*Costantino, Giuseppe; Malgady, Robert G.*
Multicultural Standardization and Validation of TEMAS, a Thematic Apperception Test.
PUB DATE- 90
NOTE- 31p.; The TEMAS (Tell-Me-A-Story) Manual was developed in Los Angeles, CA, by the Western Psychological Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Educational Assessment; Elementary Education; *Elementary School Students; Hispanic Americans; *Minority Group Children; *Personality Measures; Predictive Validity; Psychological Testing; Psychometrics; Test Bias; Test Construction; *Test Validity; Urban Schools; *Visual Measures; White Students
IDENTIFIERS- *Standardization; *TEMAS Thematic Apperception Test

Mental health clinical services research has emphasized the urgency of developing new psychometric instruments for non-biased psychological assessment of minority and non-minority children of diverse cultural groups in the United States. Background multicultural standardization and validation information is presented for Tell-Me-A-Story (TEMAS)--a new thematic apperception test to assess personality functioning in Hispanic, Black, and White children. The test consists of 23 chromatic pictures depicting Hispanic and Black characters (Minority Version) and White characters (Non-Minority Version) interacting in urban settings. TEMAS protocols are scored for the adaptiveness of personality functioning based on each examinee's stories told in response to the pictures. The instrument's reliability was established in a study of 73 Puerto Rican students in kindergarten through grade 6 in New York City. The utility of TEMAS in predicting psychotherapeutic treatment outcomes was investigated with 210 school children in kindergarten through grade 3 in New York City. Results from a study with 296 psychiatric outpatients and public school students support the validity of TEMAS for discriminating between clinical and school groups of minority children. The TEMAS was standardized on a sample of 642 white and minority children (281 males and 361 females), with ages ranging from 5 to 13 years. A 40-item list of references is included. (Author/SLD)

ED 320 940 TM 015 189

*Marso, Ronald N.; Pigge, Fred L.*
Training, Job Titles, and Responsibilities of Directors of Public School Standardized Testing Programs.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Qualifications; Administrator Responsibility; Elementary Secondary Education; Job Training; Management Development; Public Schools; *Standardized Tests; *Testing Programs
IDENTIFIERS- *Test Directors

A sample of 97 directors of public school standardized testing programs received mail surveys for the purpose of identifying the nature and extent of their training in educational measurement and evaluation, the number and types of State certifications held, the nature of their primary job assignment, and their job responsibilities associated with their employing school districts' testing activities. Surveys returned from 83 directors were used in the study. It was found that testing was a secondary responsibility for 99% of the directors. The primary job assignments (or titles) of most of the directors of testing were reported to be guidance counselor, student personnel director, and director of instruction/curriculum/supervision, respectively. Most of the testing directors had considerable formal education, but nearly one in five had completed none or only one formal course in testing and evaluation. The testing responsibilities of the directors were found to vary considerably, with nearly all directors reporting that they have basic test handling responsibilities. Over one-third of the directors reported not having responsibility for encouraging school personnel to use the results from testing and not having responsibility for training teachers to administer and interpret tests. Four data tables are included. (Author/TJH)

ED 320 954 TM 015 238

*Shwalb, Barbara J.; Shwalb, David W.*
The Design of a College Course Ratings Form by a Psychology "Test & Measurements" Class.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; College Faculty; *College Students; *Course Evaluation; Data Collection; *Evaluation Methods; Higher Education; Measurement; Psychology; Questionnaires; *Rating Scales; *Test Construction

Thirty psychology majors in a Tests and Measurement class, and 49 of 65 faculty members of a liberal arts arts college developed a college-wide course ratings questionnaire. The psychology students, in class exercises and homework assignments, collected data over a 6-month period from peers (n=153) and faculty at every stage of the design process. Free responses generated 654 rating items, and students sorted these into 22 theory-based categories. Several waves of systematic student and faculty screening reduced the item pool to 22 items. A 15-item questionnaire was finalized through factor analysis of student responses, and its validity and reliability were assessed before approval of the new form by the general faculty and administration. The Tests and Measurement class discussions centered on technical and conceptual issues pertinent to each phase of the research. The successful development and general acceptance of the new form were credited to student and faculty ownership in the design process. Two tables present study data. (Author/SLD)

ED 320 993　　　　　　　　UD 027 526

*Schofield, Janet Ward*
Black and White in School: Trust, Tension, or Tolerance?
REPORT NO.- ISBN-8077-2982-5
PUB DATE- 89
NOTE- 270p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Books; Case Studies; *Desegregation Effects; Intermediate Grades; Junior High Schools; *Middle Schools; *Racial Attitudes; *Racial Differences; *Racial Relations; School Desegregation; School Surveys; *Student Attitudes; Urban Schools; White Students

The study on which this book is based examined the development of social relationships among black and white students in a new, desegregated urban middle school. In the initial phase, information was gathered from classroom observation, interviews, and a wide variety of supplementary sources over a three-year period beginning with summer preservice teacher training sessions held before the school opened in 1975. An abbreviated follow-up study was conducted in 1989. The following findings are reported: (1) the Board of Education, teachers, and parents generally supported interracial schooling; (2) a teacher ideology that included an academic orientation, a belief in the natural improvement of race relations, a colorblind perspective, and intense concentration on their own classrooms shaped the evolution of student peer relations; (3) the difference in the average achievement level of the black and white students resulted in teaching methods that resegregated classrooms; (4) differences in girls' and boys' social interaction lead to greater interracial mixing among boys than girls but both boys and girls tended to socialize in racially homogenous groups; (5) interracial romantic and sexual interest led to some reduction of segregation by gender as students moved from sixth through eighth grade, but had little effect on racial segregation and created friction between black and white girls; (6) the black and white students became somewhat more friendly and willing to work with each other as they progressed through school; and (7) some of the special features initially adopted to promote positive intergroup relations have disappeared over time. Statistical data are included on three tables. A list of 121 references and an index are appended. (FMW)

ED 320 833 SO 020 959

*Planche, Bernard*
Living with the Eskimos. Young Discovery Library Series: 12.
REPORT NO.- ISBN-0-516-08280-9
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Donald Grant.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; Educational Resources; Elementary Education; *Eskimos; *Human Geography; Instructional Materials; Library Materials; *Multicultural Education; *Social Studies; Visual Aids
IDENTIFIERS- Canada

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume describes daily Eskimo life in Greenland: hunting, fishing, what they eat, how they combat the cold, their dogs, and igloos. The book also talks about the animals of the Arctic area: polar bears, seals, and birds. The document concludes with a discussion of other peoples who inhabit the very cold regions of the globe. (JH)

ED 320 896 SP 032 456

*Hess, Caryl A.*
A Computer Literacy Curriculum for Pre-Service Teachers.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Higher Education; *Preservice Teacher Education; Program Development; Teacher Attitudes; *Teacher Education Curriculum; *Teaching Methods

This article describes a preservice teacher-training curriculum in computer technology, "OPEN," currently being implemented at the University of Akron, and the program's successful results. A survey, preservice teacher course evaluations, and curriculum research contributed to the development and implementation of the OPEN computer program for preservice teachers. A description is given of the four stages of the OPEN model: (1) overcome anxiety, (2) practice until mastery, (3) educate beyond, and (4) network for survival. The instructional model strives to promote the development of computer competencies through a cyclical training process. (JD)

ED 320 816 SO 020 923

*Hooghoff, Hans*
Curriculum Development in Political Education, Particularly the International Dimension: New Developments in the Netherlands.
PUB DATE- 88
NOTE- 29p.; Paper presented at the World Congress of the International Political Science Association (14th, Washington, DC, August 28-September 1, 1988). Poor legibility throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Civics; *Curriculum Development; Educational Development; Educational Policy; Elementary Secondary Education; *Foreign Countries; *International Education; Political Science; Politics of Education; Social Studies
IDENTIFIERS- Europe (West); European Community; Internationalism; *Netherlands; *Political Education

A general outline of the development and the status quo of political education in the Netherlands, focusing on the degree of internationalization, is presented. In the light of current and future educational/political developments, attention also is devoted to the North-South issue (the existence of people in developing nations in relation to the existence of people in more developed countries), and the political demands to develop the European dimension in education. An 18-item bibliography is included. (Author/DB)

ED 320 850 SP 031 931

*Ball, Deborah Loewenberg; Wilcox, Sandra K.*

Inservice Teacher Education in Mathematics: Examining the Interaction of Context and Content. Research Report 89-3.

**National Center for Research on Teacher Education, East Lansing, MI.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 29p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Course Content; Educational Environment; Elementary Education; *Inservice Teacher Education; *Learning Strategies; *Mathematics Instruction; *Program Evaluation; *Teaching Methods

This paper illustrates an approach to analyzing the content and contexts of inservice teacher education programs. Two inservice programs in mathematics for elementary teachers are compared. One program is part of a large urban school district's initiative to revise its mathematics curriculum. The other program is conducted by a local college; participants come from a number of demographically varied school districts. Despite these differences, the two programs appear to share the goal of teaching mathematics for conceptual understanding. They also face some predictably similar obstacles in attaining that goal: traditional views of mathematics and mathematics teaching and learning, the organization of schools and the conditions of elementary school teaching, elementary teachers' knowledge and skill. The analysis focuses on the interaction of each program's context and content. The analysis of context deals with factors of organization, surroundings, time, and timing, that contributed to shaping the conditions for teachers' learning. Both the settings of the inservice sessions themselves and the settings of the participating teachers' practice are analyzed. In examining program content, the analysis focuses on the programs' goal of teaching mathematics for understanding--what each program meant by this goal, and what they thought teachers needed to know in order to teach for understanding, as well as their assumptions about how teachers would learn this. The paper concludes with a discussion of the interaction of context and content in inservice teacher education and raises questions critical for researchers interested in the effects of different approaches to working with practicing teachers as well as for policymakers and researchers intent on changing practice. (Author)

ED 320 912 TM 014 379

*Macklem, Gayle L.*
Aptitude: What It Is, How To Use It, and How To Affect It.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Achievement Tests; *Aptitude; Aptitude Tests; Educational Assessment; Elementary Secondary Education; *Intelligence Tests; Scores; Testing Problems; *Test Use

The concept of aptitude is reviewed, and the uses and misuses of aptitude tests are considered. Many aptitude tests measure general ability plus certain more specialized abilities that are important for success in particular educational programs. Aptitude tests can be subdivided into: (1) group-administered aptitude tests, such as the Scholastic Aptitude Test; (2) multifactor aptitude tests, exemplified by the Differential Aptitude Test; (3) specific aptitude tests; and (4) individually administered aptitude tests (intelligence tests). Aptitude tests have three major uses: instructional purposes; administration; and guidance. Several potential misuses of aptitude tests can occur, particularly if results are interpreted as fixed or immutable. In considering the effects of schooling on results of ability measures, it is important to consider the many reasons for change in individual test scores. While it may not be possible to raise intelligence quotients permanently, habits can be taught that allow a child to make the most of natural ability. Raising achievement test scores and teaching test-taking skills are generally acceptable objectives. Improvement of academic aptitude may be possible through direct training in learning strategies and the development of executive learning skills, i.e., skills involved in planning, monitoring, and evaluating one's own thinking. A 35-item list of references is included. (SLD)

ED 320 968 TM 015 295

Edmundson, Elizabeth W.; Koch, William R.
A Facet Analysis Approach to Content and Construct Validity.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *College Students; *Construct Validity; *Content Validity; Criterion Referenced Tests; *Drinking; Higher Education; Multidimensional Scaling; *Student Attitudes; *Test Reliability; Test Validity
IDENTIFIERS- *Facet Analysis; Texas

A study involving 234 Texas college students was undertaken to develop and test the validity and reliability of an instrument designed to measure college students' attitudes toward alcohol. Special attention was given to the content and construct validity of the instrument. Subjects ranged in age from 18 to 24 years. The mapping sentence served as a template for the development of attitude items and as the source of the regional hypotheses. The major hypotheses suggested that there were four basic facets underlying attitudes toward alcohol. Gamma coefficients of monotonicity were computed to estimate the pairwise associations among all the attitude items separately for each form of the instrument. This analysis resulted in two square symmetric proximity matrices. Each matrix was submitted to the ALSCAL procedure of the Statistical Analysis System software package for classical non-metric multidimensional scaling analysis. Results indicate that the facet approach to attitudes research forces the researcher to systematize the process of instrument development and item writing. Mapping sentences have also shown advantages in the area of generating items, primarily in the context of criterion-referenced achievement testing. The Alcohol Survey is provided. (TJH)

ED 320 715 RC 017 544

Intermunicipal Cooperation: A Survey of Local Governments. A Rural Resources Special Focus Report.

**New York State Legislative Commission on Rural Resources, Albany.**

PUB DATE- Aug 85

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Community Cooperation; *Community Services; Cooperative Programs; *Local Government; *Rural Areas; *Rural Development; Rural Economics; Rural Environment; State Action; *State Legislation; State Surveys; Transportation; Waste Disposal

IDENTIFIERS- *Intermunicipal Cooperation; New York

Local governments in rural areas of New York State, as in many other states, are struggling to keep up with the demands of a changing society and an increasing rural population. Relative poverty, increasing costs of essential community services, frequent turnover of elected and appointed officials, insufficient training, geographic isolation, and lack of timely information and legal advice are all problems for rural local governments. One answer is intermunicipal agreements that allow participating governments to provide services through joint funding and administration. This document reports on results of a survey conducted by the Legislative Commission on Rural Resources of over 1,000 municipalities in New York State on the subject of intermunicipal cooperation. Responses were received from 100 towns, 57 villages, 12 cities, 5 counties and 2 unknown places (municipal names were missing). The report also discusses the legality of intermunicipal agreements in New York State. Such agreements may include not only municipal services, but also recreational and health services to youth and the elderly, including drug abuse education. This report contains a synopsis of the survey results including detailed comments from government officials about factors that hinder participation in such agreements and ways in which the state could encourage the sharing of services. A table of responses shows areas in which municipalities presently share services. Appendices contain a checklist for successful intermunicipal projects; a directory of offices with information about intermunicipal agreements; sample agreements; notes of restrictive decisions (addenda to the New York State law on municipal cooperation); and a copy of the survey questionnaire. (DHP)

ED 320 755 SE 050 587

*Narode, Ronald; And Others*
Teaching Thinking Skills: Science.
**National Education Association, Washington, D.C.**
REPORT NO.- ISBN-0-8106-0202-4
PUB DATE- 87
NOTE- 50p.; Produced in cooperation with the NEA Mastery in Learning Project.
AVAILABLE FROM- NEA Professional Library, P.O. Box 506, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Concept Formation; *Critical Thinking; Elementary School Science; *Elementary Secondary Education; Experiential Learning; Inquiry; *Learning Theories; *Problem Solving; Process Education; Science Activities; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Socratic Method

This document addresses some of the factors involved in teaching critical thinking skills in the science classroom. It contains sections that deal with: (1) pair problem solving--creating a Socratic learning environment (emphasizes the role of the teacher); (2) writing to learn science (the thought-process protocol); (3) integrating science process skills into the regular curriculum; (4) thinking skills in content area instruction; (5) activity-based elementary science instruction; (6) improving students visual-spatial abilities; (7) using heuristics (including concept mapping and the Vee diagram); (8) the role of student misconceptions in teaching critical thinking; (9) multiple representations as an important instrucational tool; (10) the laboratory as a place where students can make discoveries; (11) the learning cycle of the Science Curriculum Improvement Study (SCIS) which includes exploration, innovation, and discovery; and (12) classroom management issues. A bibliography is also included. (TW)

ED 320 770                                    SE 051 484

*Sudweeks, Richard R.; Tolman, Richard R.*

The Use of Empirical versus Subjective Procedures for Identifying Science Test Items which Function Differentially for Females and Males.

PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Females; Grade 5; Item Bias; Science Education; *Science Tests; *Secondary School Science; *Sex Bias; *Statistical Analysis; Test Bias; Test Construction; *Test Items

The purpose of this study was to compare empirical and subjective procedures for identifying science test items which discriminate against males or females in a fifth grade population (n=926). Techniques such as the Mantel-Haenszel procedure enable test developers to use both a priori and ex post facto procedures to identify specific items that may be functioning with gender bias. The test used in this study was developed as an end-of-year, criterion-referenced instrument and was based on the standards and objectives in the Utah State Science Core Curriculum for the fifth grade. All items were multiple-choice; some used illustrations, but most were text only. The test was initially administered to approximately 300 fifth-grade students. Items were compared that were identified as functioning differentially toward gender. Results reported in this study include: (1) the two methods used led to different results; and (2) several items identified by these methods were more difficult for females. Suggestions for the use of each technique are provided, together with the characteristics of items that discriminated on the basis of gender. (CW)

ED 320 801 SO 020 879

The Education Structures in the Member States of the European Communities.
EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-066-x
PUB DATE- 86
NOTE- 182p.; Document intended to be a complement to the guide, "Vocational Training Systems in the Members States of the European Community: Comparative Study."
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Compulsory Education; *Educational Administration; Educational Objectives; Educational Opportunities; *Educational Policy; Elementary School Curriculum; Elementary Secondary Education; Enrollment; *Foreign Countries; Governmental Structure; *Government School Relationship; Institutional Role; *Preschool Education; Secondary School Curriculum
IDENTIFIERS- Europe (West); *European Community

This report provides a description of the education structures in the Member States of the European Community: Belgium, Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, and the United Kingdom. All countries are similarly dealt with in order to facilitate comparisons among them. The topics covered include: responsibilities for education and administration in various countries plus a description of pre-school, primary and secondary education, and the total number of years required in each nation. Information about both public and private education is provided in the report. Figures displaying the structure of the education system of each country are included, as are a number of tables of statistical data. (DB)

ED 320 834 SO 020 960

*Planche, Bernard*

Living on a Tropical Island. Young Discovery Library Series: 13.

REPORT NO.- ISBN-0-944589-13-8
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-961. Illustrated by Christian Broutin.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; Educational Resources; Elementary Education; Foreign Countries; Geography; Instructional Materials; Library Materials; *Multicultural Education; *Social Studies; Visual Aids
IDENTIFIERS- *Madagascar; Trade Books

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume describes in text and in illustrations the social life, customs, and various aspects of life on the tropical island of Nossy Be, off the coast of Madagascar. Designed to be used as an educational resource to enhance learning, the book presents the history, geography, and anthropology of the people, including their homes, economy, and the many unusual animals and plants. A vanilla plant, tropical flowers and a variety of seashells are investigated along with the lifestyle on the island of Nossy Be. (NL)

ED 320 865 SP 032 317

*Hett, Geoffrey G.*
Teaching Effectiveness: Short Term Achievement Results.

PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Course Objectives; Feedback; Foreign Countries; Intermediate Grades; Review (Reexamination); *Teacher Behavior; *Teacher Effectiveness

Six fourth- and fifth-grade classrooms of children were involved in three studies undertaken to measure the effectiveness of four sets of teaching behaviors on short-term student achievement gains. The following behaviors were considered: (1) sharing instructional objectives with students; (2) providing feedback emphasizing students' abilities; (3) conducting daily reviews for the purpose of relating the concepts and principles taught during the lesson; and (4) using formative quizzes to identify learning difficulties and follow up with appropriate corrective procedures. The research examined the effects of these procedures on the achievement of students in three subject areas: literature, social studies, and mathematics. Examination of the data and analysis of achievement scores in the various classes indicate that the use of instructional objectives, lesson reviews, ability praise, formative testing, and correctives are important instructional procedures and are related to student achievement. (JD)

ED 320 881                                   SP 032 435

*Green, Kathy E.; Kvidahl, Robert F.*
Research Methods Courses and Post-Bachelor's Education: Effects on Teachers' Research Use and Opinions.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Degrees (Academic); *Graduate Study; Higher Education; Preservice Teacher Education; *Research Methodology; Research Skills; *Research Utilization; Scholarship; *Teacher Attitudes

This study assessed the contribution of training in research methods and post-bachelor's education to explaining teachers' self-reported use of research in their classrooms and their opinions about research. Subjects were 441 teachers from 2 Midwestern states. Significant differences in use of research were found for degree held (bachelor's, advanced degree) and for whether coursework in research methods had been taken. Those with advanced degrees and research methods coursework reported a greater use of research. Significant effects were also found for attitude toward the quality and usefulness of the research methods coursework. No significant interactions were found among independent variables. Results support the provision of research methods courses in either undergraduate or graduate programs if one's purpose is to increase teachers' use of research. (Author)

ED 320 897 SP 032 457

*Alvine, Lynne B.*
An Interactive, Collaborative Model of Inservice in Clinical Supervision: Cooperating Teachers Become Teacher Educators.

PUB DATE- 16 Apr 90
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990). Light type in author's abstract and p. 42 of document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Clinical Supervision (of Teachers); *Cooperating Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Physical Education; Student Teachers; *Teacher Attitudes; *Teacher Educators; *Teacher Student Relationship; Vocational Education

This interpretive study focused on the involvement of four cooperating teachers in the first year of a state funded, collaborative inservice project in clinical supervision sponsored jointly by a major state university and a small private college. Purposes were to describe these teachers' views of teaching and learning and to learn how the inservice project informed their work, especially with regard to their identity salience as teacher educators. Data collection consisted of interviews, observations, samples of written responses to project tasks, tapes of project sessions, and tapes of talk between student teacher and cooperating teacher. This paper describes the first year of the project and reports on two of the cases. The teachers in both case studies benefitted from the program and made plans for systematic induction of future student teachers into the school and classroom communities. A recommendation for other inservice programs for cooperating teachers is that some version of the "remembering one's own student teaching" task be included because such remembering helped teachers to be empathetic toward their student teachers. (Author/JD)

ED 320 981 UD 027 494

*Stanley, Cheryl*
Magnet Schools. Thirteenth Annual Final Report, 1987-88.
**Houston Independent School District, TX. Dept. of Research and Evaluation.**
PUB DATE- 89
NOTE- 49p.; For later report, see UD 027 495.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Busing; Class Size; Compliance (Legal); Educational Opportunities; Elementary Secondary Education; Expenditure per Student; *Magnet Schools; Minority Group Children; *Racial Composition; Racial Integration; *School Desegregation; Teacher Student Ratio; Teaching Experience; Urban Education; *Urban Schools
IDENTIFIERS- *Houston Independent School District TX

This report evaluates the success of the magnet school program in the Houston (Texas) Independent School District for the 1987-88 school year. The following sections are included: (1) "Overview of the District"; (2) "History of Desegregation in Houston"; (3) "Development of Houston's Magnet School Program"; (4) "Objectives Related to the Court Order"; and (5) "Information Required by the Settlement Agreement." Achievement of the following objectives is discussed: (1) reduction in the number of schools that are 90 percent or more White or combined Black and Hispanic; (2) reduction in the number of students attending schools that are 90 percent or more White or combined Black and Hispanic; (3) free transportation upon request to all students attending magnet schools outside their attendance zone; and (4) reports of student enrollment and teacher assignment by ethnic group. This report provides the following information for each magnet school as required by the Settlement Agreement: (1) race or ethnicity; (2) per pupil expenditure; (3) achievement scores; (4) average class size; (5) student/teacher ratio; (6) teacher experience; and (7) waiting lists. The following findings are presented: (1) the number of ethnically isolated schools was reduced; (2) the number of students attending ethnically isolated schools was reduced; (3) 16,587 students were transported over the 1-year period for the purpose of desegregation; and (4) a total of 98,163 students were affected by magnet school programs. Twenty-four tables are included. A list of the magnet schools is appended. (JS)

ED 320 702 PS 018 893

Early Identification Guidelines: Rural Model (Northeastern Local School District).

**Northeastern Local School District, Springfield, OH.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.**

PUB DATE- 86
NOTE- 243p.; For other models, see PS 018 885-892.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Guidelines; *Identification; *Kindergarten; Models; *Preschool Education; *Program Development; Rural Schools; Scoring; Screening Tests; Standardized Tests; *Test Construction; Testing; *Test Use
IDENTIFIERS- Program Characteristics; *Screening Procedures; Screening Programs; Standardization

This manual provides screening guidelines for rural preschool and kindergarten programs and describes the development of a model Early Screening Program (ESP) that involves nine child stations and two parent stations. Screening stations developed for assessment included: (1) gross motor; (2) visual motor; (3) visual perception; (4) auditory comprehension; (5) language/speech; (6) general knowledge; (7) hearing; (8) vision; (9) general health conditions. A station where parents could discuss screening results was developed. Chapters 1 through 4 of the manual describe the development of the assessment, directions for administering and scoring the ESP, preparation for screening, and the use of screening results. Chapters 5 and 6 discuss the process used to develop and standardize the ESP. Most areas of individual development that were assessed were aligned with stages of Piagetian theory: sensory motor, symbolic thought, intuitive thought, and concrete operations. Appendices provide packets for use in obtaining data from and reporting to parents; a form for surveying early childhood support agencies and a brochure describing such agencies; a 40-page publication by project staff titled "Balls Are for Catching: Pre-School at Home Learning Activities"; and booklets that present stimuli, specify standard procedures, and provide criteria for judging adequacy of response in the assessment and parent stations. (RH)

ED 320 728 RC 017 578

*Munn, Pamela; And Others*
Part-Time Community Development Workers and Training: A Study of Needs and Provision.
**Scottish Community Education Council, Edinburgh.; Scottish Council for Research in Education.**
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
REPORT NO.- ISBN-0-947833-38-2
PUB DATE- Dec 89
NOTE- 46p.; For a companion report on youth workers, see RC 017 579.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Education; Educational Assessment; Foreign Countries; Occupational Surveys; On the Job Training; *Part Time Employment; Program Evaluation; Social Agencies; *Social Workers; *Staff Development; Trainers; *Training Methods; Welfare Agencies; Work Experience Programs
IDENTIFIERS- Modular Systems; *Scotland; *Training Needs; Welfare Rights Groups

The study reported in this document canvassed the views of part-time Scottish community education workers, their employers, and their trainers about training needs and how adequately those needs were being met. Of primary concern to the study were the characteristics and roles of part-time staff, the level of satisfaction with existing training, and attitudes toward a modular training system. A total of 33 interviewees consisting of urban and rural social workers, community center staff, welfare rights workers, counselors, and tenants' group staff participated in the study. The study found that training and refresher courses were valued, but that there were some worries about training standards and delivery. Part-timer training was considered successful when it involved practical activities relevant to the work places and when the work was performed alongside experienced staff. Brief on-the-job training sessions were favored. Main problems limiting training opportunities were seen to be a lack of full-time staff and inadequate budgets, especially for special project workers and workers with preschool groups. Most part-time staff favored modules, but employers and trainers were doubtful. The document recommends that organizations more clearly identify goals and needs, and make training as relevant to needs as possible. On-the-job training is perceived as highly effective and desirable by part-time workers. Questions of policy, information, support services, and clearly the use of modules are discussed. (TES)

ED 320 742 RC 017 599

*Crowe-Carraco, Carol*
Women Who Made a Difference.
Kentucky Humanities Council, Lexington.

SPONS. AGENCY- Kentucky Post, Lexington.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-8131-0901-9
PUB DATE- 89
NOTE- 66p.; For related documents, see RC 017 597-598.
AVAILABLE FROM- University Press of Kentucky, University of Kentucky, 663 S. Limestone St., Lexington, KY 40506-0336 ($3.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biographies; *Females; *History; Literacy; Literacy Education; Paperback Books; *Reading Materials; Rural Areas; Rural Environment; Sex Discrimination; Sexual Identity
IDENTIFIERS- *Kentucky; Rural Culture; *Rural Women

This book, printed for new adult readers, is a series of nine brief biographies of famous Kentucky women. The book is printed in large easy-to-read type at an intermediate reading level. The material focuses on Kentucky women who lived during the 19th and early 20th centuries. The subjects include the following: Jenny Wiley (1760-1831), a pioneer woman who escaped abduction by Indians and survived the adversities of frontier life; Lucy Audubon (1787-1874), teacher and wife to wildlife illustrator James Audubon; Malinda Gatewood Bibb (ca. 1815-?), a black woman who experienced extreme hardship including repeated sexual abuse as a slave in the American South; Laura Clay (1849-1941), who helped the Kentucky women's suffrage movement and worked for women's rights; sculptor Enid Yandell (1869-1934); Cora Wilson Stewart (1875-1958), an educator, literacy activist, and school superintendent; rural nurse-midwife Mary Breckinridge (1881-1965); journalist Alice Allison Dunnigan (1906-1983); and country music singer Loretta Lynn (1935- ). Two of the biographies, Bibb's and Dunnigan's, also discuss racial barriers the women were forced to overcome. (TES)

ED 320 786 SO 020 320

*Butts, R. Freeman*

Civic Education and Human Rights.

SPONS. AGENCY- Center for Civic Education, Calabasas, CA.; Ministry of Public Instruction, Florence (Italy).
PUB DATE- 17 Sep 89
NOTE- 33p.; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, September 16-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; *Civil Liberties; Educational Objectives; Elementary Secondary Education; *Global Approach; Government Role; *International Education; Social Sciences; Social Studies; World Affairs; World Problems

In order to understand the context of the role that human rights should play in civic education in the United States, the era in which those rights were first debated (1789-1790's) must be examined, as well as contemporary political and education trends in the United States and the world. Human rights were at the heart of the democratic revolutions in the late 18th century. For a contemporary understanding of human rights education in the United States, the role that the United States has played in world affairs since the end of World War II must be examined. The organization of the United Nations and the formulation of its charter brought considerable enthusiasm for human rights to the United States. The rise of international studies as a basic component of civic education in the schools was always beset in the United States by Cold War ideology and McCarthyism. The Helsinki Final Act of 1975 and the Carter administration's focus on human rights brought concern for human rights back into the forefront of national discussion. The onset of the Reagan administration downgraded the role of human rights in U.S. foreign policy. In spite of this opposition, the California State Department of Education drew up and adopted a "Model Curriculum for Human Rights and Genocide," based on a similar program developed in Connecticut. It suggests ten human rights issues for discussion by U.S. high school students (e.g., "Privacy, Authority, and Abortion"). Two charts help delineate civic values and human rights in an educational scheme. (PPB)

ED 320 817 SO 020 927

*Hooghoff, J. W. H.*
New Developments in the Field of Peace Education.
**National Inst. for Curriculum Development (SLO), Enschede (Netherlands).**
PUB DATE- 88
NOTE- 18p.; Paper presented at the CEDIP Conference (Bologna, Italy, March 18-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Core Curriculum; *Curriculum Development; Developing Nations; Educational Change; *Educational Planning; Educational Strategies; Elementary Secondary Education; Global Approach; *Inservice Teacher Education; *Peace; Public Education; *Research Projects; World Problems
IDENTIFIERS- *Peace Education

The subject of peace education has shifted in the direction of global education and away from the traditional goal of building peace to include concerns for developing nations. Opportunities for political and social studies at school have widened in the past 20 years and Dutch society has shown increased interest in world politics. Measures taken have been to produce teaching materials to reflect this, and curriculum development has gone forward but it lacks a basic program in the existing curriculum. There is an absence of in-service training and international studies is not part of the curricula of the social sciences. Among new trends is action basic education for 4-15 year olds to develop students capable of coping critically and creatively with social and political problems. In 1994 a new basic education law for 12-15 year olds takes effect with compulsory foreign language, geography, and history in the curriculum and all pupils will reach same minimal knowledge and skills level in 14 required subjects. A unit for class activities on the topic of peace is included. (NL)

ED 320 927 TM 015 081

*Artzt, Alice F.; Armour-Thomas, Eleanor*

Protocol Analysis of Group Problem Solving in Mathematics: A Cognitive-Metacognitive Framework for Assessment.

PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Assessment; Grade 7; *Group Behavior; Heuristics; Junior High Schools; *Junior High School Students; *Metacognition; Middle Schools; *Problem Solving; *Protocol Analysis; Student Behavior; Word Problems (Mathematics)

The roles of cognition and metacognition were examined in the mathematical problem-solving behaviors of students as they worked in small groups. As an outcome, a framework that links the literature of cognitive science and mathematical problem solving was developed for protocol analysis of mathematical problem solving. Within this framework, each behavior is categorized by heuristic episode and cognitive level. Data were obtained from videotapes of six small groups of seventh-grade students (N=27), who attended a middle school in Queens (New York City), as they worked together to solve a mathematical problem. Three coders viewed each tape in 1-minute intervals. Watching one or two students in the group, the coders assigned one of the following episodic categories and cognitive levels: (1) read (cognitive); (2) understand (metacognitive); (3) analyze (metacognitive); (4) plan (metacognitive); (5) explore (cognitive or metacognitive); (6) implement (cognitive or metacognitive); (7) verify (cognitive or metacognitive); (8) watch (undetermined cognitive level); and (9) listen (undetermined cognitive level). Explicitly delineating the role of metacognition and cognition within the heuristics of problem solving gives researchers and mathematics teachers a tool to evaluate problem solving. Implications for cooperative group processes and classroom assessment are discussed. Three figures and one table contain the study data. The framework that was developed is outlined. (Author/SLD)

ED 320 941 TM 015 204

*Hoffman, Lee McGraw*

Issues in Developing Comparable National Dropout Statistics through the Common Core of Data Survey.

PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Data Collection; Definitions; Dropout Research; *Dropouts; Elementary Secondary Education; *National Surveys; *Research Problems; Statistical Data; Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Common Core of Data Program

Some issues in defining dropouts and reporting information about them are explored, with reference to the Common Core of Data (CCD) survey of the National Center for Education Statistics. There has not been any uniform national count of how many students leave school, and no commonly accepted definition has been developed that allows a number to be ascertained. The definition used in the 1989-90 field tests of dropout statistics collected for the CCD provides operational criteria for identifying dropouts. For example, deceased, incapacitated, or currently suspended students are specifically removed from consideration. Factors to consider include whether a student is engaged in an elementary/secondary program, as opposed to adult education, and whether a completed credential will be recognized by state or district officials. Those who conduct research or provide dropout statistics need to make their definitions explicit. One figure shows the CCD "decision tree" for classifying dropouts, and one table illustrates a classification worksheet. (SLD)

ED 320 955 TM 015 253

*Welch, Catherine; And Others*

Differential Performance on a Direct Measure of Writing Skills for Black and White College Freshmen. ACT Research Report Series 89-8.

**American Coll. Testing Program, Iowa City, Iowa.**
PUB DATE- Nov 89
NOTE- 21p.
AVAILABLE FROM- ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *College Freshmen; Comparative Testing; *Essay Tests; Higher Education; *Item Bias; National Programs; Performance; Racial Bias; Racial Differences; Testing Programs; *White Students; Writing Evaluation; *Writing Skills; Writing Tests
IDENTIFIERS- American College Testing Program; Collegiate Assessment of Academic Proficiency

The differential performance of black and white college freshmen on a direct measure of writing skills, the essay portion of the American College Testing Program's Collegiate Assessment of Academic Proficiency (CAAP), was studied. The data consisted of

responses of a sample of 998 black and 3,727 white examinees to two individual prompts for essays, each requiring 20 minutes of testing time. Each essay was scored by two independent raters. Analysis of the data indicated that black examinees did not perform as well as did white examinees on the essay test. The differences between the populations on the essay were similar in magnitude to differences found on a multiple-choice test of writing skills that also formed part of the CAAP. Results must be interpreted cautiously as the samples, particularly the black sample, were probably atypical. Seven tables present data from the study. An interpretation of the CAAP Writing (Essay) Test Scores is appended. (Author/SLD)

ED 320 994 UD 027 528

Affirmative Action Plan.

**North Carolina State Dept. of Public Instruction, Raleigh.**

PUB DATE- Jan 90
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Affirmative Action; Age Discrimination; *Employment Practices; *Equal Opportunities (Jobs); Handicap Discrimination; *Personnel Policy; *Personnel Selection; Racial Discrimination; Sex Discrimination; *Sexual Harassment; State Departments of Education
IDENTIFIERS- *North Carolina

This affirmative action (AA) guide is intended to identify and remove discriminatory employment practices that may still exist in the North Carolina State Department of Public Instruction (DPI). DPI extends equal employment opportunity (EEO) to all applicants and employees without regard to race, color, religion, sex, age, handicap, political affiliation, or national origin. Supervising personnel must make positive efforts to prevent discriminatory practices, including sexual harassment. The following policies, actions, and responsibilities are outlined: (1) EEO/AA Policy; (2) Sexual Harassment Policy/Plan; (3) policy dissemination; (4) program responsibilities; (5) a female and minority workforce analysis by survey of employment distribution by race and sex; (6) goals and timetables; (7) AA programs; and (8) program evaluation. Statistical data are included on 10 tables and 9 graphs. The following material is appended: (1) equal opportunity employment form; (2) exit interview form; (3) employee's performance evaluation form; (4) affirmative action list of recruitment sources; (5) recruitment and employment guidelines; (6) employment authorization/vacancy announcement form; (7) recommendation for employment/promotion/transfer form; and (8) six tables of statistical data on 1988 manpower information for affirmative action programs in North Carolina. (FMW)

ED 320 771 SE 051 485

*Caporrimo, Rosaria*

New Perspectives on Problem-Solving: Autonomous Math Learning Behavior and Math Achievement.

PUB DATE- 90

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Contains some light type which may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Confidence Testing; Grade 8; *Mathematics Achievement; Mathematics Education; *Problem Solving; Secondary Education; *Secondary School Mathematics; *Sex Differences; Standardized Tests; *Student Behavior

IDENTIFIERS- Autonomous Learning Behavior

Autonomous Learning Behavior (ALB) as mediators between internal and external influences and performance on high level cognitive tasks was proposed as a possible explanation for gender-related differences in mathematics. This study developed a measure of ALB by drawing on teachers' working knowledge and the literature on problem-solving, including self-regulatory and metacognitive strategies. The Math Assessment Project Questionnaire was used to assess students' awareness of their behaviors in a mathematics class and a non-routine word problem solving was used to measure the ALB. Students' confidence and achievement were also collected as data. No gender differences were found on the math achievement measures, the ALB questionnaire, or the confidence measure on two-tailed t-tests. However, the inclusion of the interaction term between gender and confidence showed a significant rise in the multiple R. The results of correlation analyses revealed significant correlations between the ALB score and the standardized test score, and confidence in math learning and gender. (YP)

ED 320 802 SO 020 884

*Posnansky, Merrick*

Restructuring the African University: A Case Study from Ghana.

PUB DATE- 4 Nov 89

NOTE- 13p.; Paper presented at the Annual Conference of the African Studies Association (Atlanta, GA, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Developing Nations; *Educational Change; *Educational Development; *Educational Environment; *Educational Needs; Higher Education; Open Universities; *Universities
IDENTIFIERS- Africa; *Ghana

There is an urgent need to restructure universities in Africa; current problems include the loss of autonomy, a decaying infrastructure, inadequate salaries, an internal job market void of opportunities, brain drain, intellectual isolation, diminished research, and fossilized curricula. There is an equal need for a stabilized funding source and reduced enrollment. Among suggestions for change are expanding extension programs to include evening and vacation classes, and allowing more teaching hours to those who teach during the day and must seek a second job at night. In addition, the university should establish a self-financing consulting office to interact with government departments, the private sector, and international organizations. Competitive rates paid to academics would cut down on the use of highly paid foreign experts. Further suggestions include the creation of an independent think tank funded by an independent government source that would apply expertise to national problems. The curriculum should allow for more flexibility in course selections. Universities should expand technological and commercial training to provide middle management skills and technical capabilities. (NL)

ED 320 835 SO 020 961

Courtalon, Corinne
On the Banks of the Pharaohs's Nile. Young Discovery Library Series: 7.
REPORT NO.- ISBN-0-944589-07-3
PUB DATE- 88
NOTE- 41p.; For related documents, see SO 020 949-960. Illustrated by Christian Broutin.
AVAILABLE FROM- Young Discovery Library, 217 Main Street, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Ancient History; Childrens Literature; Educational Resources; Elementary Education; Foreign Countries; *History Instruction; Instructional Materials; Library Materials; *Social Studies; Visual Aids
IDENTIFIERS- *Egypt; Nile River

Part of an international series of amply illustrated, colorful, small size books for children ages 5 to 10, this volume is designed to enhance learning and serve as an educational resource. The text describes aspects of the lives and customs of the people of ancient Egypt. The topics covered include the family, food, clothing, homes, agriculture, the writing system, the pharaoh, and the building of the pyramids. (NL)

ED 320 882 SP 032 436

*Brown, Laurence D.*

A Perspective on the Ph.D.-Ed.D. Discussion in Schools of Education.

PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Standards; *Degree Requirements; *Doctoral Degrees; Doctoral Programs; Graduate Study; Higher Education; Labor Market; Literature Reviews; *Professional Recognition
IDENTIFIERS- *Doctor of Education; *Doctor of Philosophy

This paper addresses the recommendation made by a recent study that the Doctor of Philosophy (Ph.D.) degree be rejected as the graduate degree in education and the corollary of this recommendation, that the Doctor of Education degree (Ed.D.) be the standard degree for advanced study in education. This paper reviews data on trends in the incidence of the degrees, describes some findings on comparisons between the two degrees over the years, and argues that there are at least three factors related to degree choice which may interfere with any effort by the profession to move toward a single degree, particularly if that degree should be the Ed.D. These three factors are the reopening of the marketplace for doctoral graduates in education, the popularity of the Ph.D. with students and faculty, and the expanding knowledge base in the field. This case relies heavily on a previous study which attempted to view some of the issues from the perspective of different stakeholders: alumni, students, and faculty, as well as program administrators. (JD)

*McManus, Walter*
Evaluating Adult Literacy and Language Training Programs.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Oct 83
NOTE- 27p.; Prepared for the Literacy and Language Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Literacy; Cost Effectiveness; *Data Collection; Education Work Relationship; Employment Programs; English (Second Language); *English Instruction; Equations (Mathematics); *Evaluation Methods; Evaluation Problems; Income; Labor Force Development; Mathematical Models; *Program Evaluation; *Research Methodology
IDENTIFIERS- Comprehensive Employment and Training Act

Modeling and data collection efforts needed to develop a test of the effectiveness of adult literacy and language training programs in increasing the earnings of trainees are reviewed. After reviewing the framework developed for the Manpower Development and Training Act and the Comprehensive Employment and Training Act (CETA) evaluations and the data sets used to test the models, literacy and language programs are considered in an attempt to determine the information needed for evaluation. Problems addressed include: (1) the post hoc nature of evaluations, precluding the possibility of a true experimental design; (2) the need for large sample sizes to detect small anticipated program effects on earnings of program participants; (3) the necessity for longitudinal data on earnings; and (4) the need to contain the costs of an evaluation. An interesting recent approach is the framework using recursive earnings equations developed by O. Ashenfelter (1975, 1978, 1979). A model, developed by N. Kiefer (1978) to extend Ashenfelter's framework, allows for the possibility that language training might alter the functional form relating human capital and earnings. The Continuous Longitudinal Manpower Survey, a study of demographic characteristics of CETA participants and program impacts on employment and earnings, is reviewed. The use of Current Population Survey data in combination with Social Security Administration data is also covered. Recommendations are provided for the selection of control groups. (TJH)

ED 320 969 UD 027 307

# The Elusive Decade of Hispanics.

Cuban American National Council, Inc.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Cubans; *Demography; *Economic Progress; *Educational Attainment; Elementary Secondary Education; Higher Education; *Hispanic Americans; Immigrants; *Political Power

The 1980s were dubbed "The Decade of Hispanics" by the news media, who realized that the rapid growth of the Hispanic American population could be used by them to demand equitable political empowerment and full participation in American social, economic, and educational life. But Hispanics did not move as rapidly as observers had predicted because the diverse groups comprising the Hispanic community required the early part of the decade to develop a collective awareness. It was not until the latter part of the 1980s that their leadership could focus on a national political agenda. Political influence was reflected by an increase in the number of Hispanic elected officials and the appointment of several Hispanics to high-level government positions. Hispanic affluence increased, Hispanic businesses proliferated, and the Hispanic consumer market also grew. However, the following shortfalls and losses are also noted: (1) an anti-Hispanic backlash, including immigration restrictions and the English Only Movement; (2) an increase in Hispanic poverty and unemployment levels; and (3) a serious decline in Hispanic educational attainment levels and the loss of bilingual education programs. The Cuban American community was negatively affected by the decision to cease granting automatic exile status to Cubans, the use of immigration as a negotiating tool between the United States and Cuba, and the deportation to Cuba of non-Mariel Cuban immigrants. The Cuban American school dropout rate increased as did participation in juvenile gangs. However, Cuban Americans experienced political, economic, and professional growth. Statistical data are included on five graphs. (FMW)

ED 320 866 SP 032 320

*Ocansey, Reginald T-A.*
The Growing Population of Ethnic Minorities in the Gymnasium: A Case for New Self-Consciousness.

PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Problems; Elementary Secondary Education; *Minority Group Children; Physical Education Teachers; Speech Communication; *Teacher Behavior; *Teacher Expectations of Students; *Teacher Student Relationship

In this discussion of the relationship between ethnic majority teachers and minority group students the following issues are addressed: (1) teacher expectations; (2) modes of conversation; (3) styles of communication; (4) teacher calling-on-student behavior; and (5) eye contact. A recommendation is that action be taken on these issues and that they be incorporated into teacher education programs. A 22-item bibliography is included. (JD)

ED 320 716 RC 017 545

Annual Report 1988: New York State Legislative Commission on Rural Resources.
**New York State Legislative Commission on Rural Resources, Albany.**
PUB DATE- 88
NOTE- 33p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Health Services; Housing; Legislation; Local Government; *Rural Areas; *Rural Development; Rural Economics; Rural Education; Rural Environment; School Buses; *State Action; *State Legislation; State Officials; Transportation
IDENTIFIERS- New York; *New York State Legis Comm on Rural Resources

In New York, as in many states, "rural" is not synonymous with "agricultural." The Commission on Rural Resources (CRR) supports preservation of agrarian New York State, but also seeks to assist rural citizens with many other challenges: in education, transportation, forestry development, housing, health care, viable business ventures, and building the capacity of local governments to plan for judicious growth and development. This report describes the activities of the CRR during 1988. The Commission created a steering committee of state and local officials to conduct a think-tank seminar for officials working in rural governments, created a rural transportation program integrating schools buses with public transportation systems, worked on water supply and quality issues, addressed health care and transportation difficulties, and pursued state budget allocations for all these programs. The report lists 14 bills drafted by the CRR and sponsored by members during the 1988 legislative session and describes 4 Commission-produced reports, dealing respectively with enhancing New York State's forestry industry, swing-bed care for rural hospitals, integrating school transportation resources into public transportation systems, and problems of disappearing farmland. Networking efforts by the Commission are summarized as are the Commission's activities in sponsoring research and

discussion in areas of special interest to rural New York State. A list of Commission publications is included. (DHP)

*Vosniadou, Stella; Brewer, William F.*
The Concept of the Earth's Shape: A Study of Conceptual Change in Childhood. Technical Report No. 467.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 75p.; Some drawings may not reproduce well.
GRANT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *Concept Formation; *Earth Science; Elementary Education; *Elementary School Science; Fundamental Concepts; Gravity (Physics); *Misconceptions; Science Education; *Science History; *Scientific Concepts
IDENTIFIERS- *Conceptual Change Theory of Knowledge

This paper presents the results of an experiment which investigated elementary school children's concept of the earth's shape and the related concept of gravity. First, third, and fifth grade children were asked a series of factual, explanatory, and generative questions in an attempt to understand as clearly as possible the way they conceptualized the shape of the earth. An examination of the responses of individual children to these questions revealed inconsistencies. The inconsistencies could be explained by assuming that the children had formed and used in a consistent fashion various assimilatory concepts of the earth's shape; for example, that the earth is formed of discs, that there are two earths, one round and one flat, and that the earth is a sphere but people live on flat ground inside the sphere. This paper argues that children construct these assimilatory concepts in an effort to reconcile the information coming from adults that the earth is a sphere with their own naive concept of a flat earth. Changing these concepts will require a change of theory analogous in many respects to theory change in the history of science. (Author/YP)

ED 320 851 SP 031 932

*Wilson, Suzanne M.*
A Case Concerning Content: Using Case Studies To Teach Subject Matter. Craft Paper 89-1.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 31p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Case Studies; Curriculum Development; Higher Education; *Instructional Effectiveness; Intellectual Disciplines; Knowledge Level; *Preservice Teacher Education; *Teaching Methods

Several scholars in the field of teacher education recently have proposed the use of cases as a pedagogical strategy in teacher education. In this paper, Wilson discusses her preliminary attempts at using a case to teach prospective teachers about the role that subject matter knowledge plays in pedagogical thinking. The author begins the paper by establishing the intellectual and practical contexts of the case by discussing both current research in the field of subject matter knowledge in teaching and the teacher education course which she teaches. Wilson then presents a case of a new teacher whose subject matter knowledge was not sufficient for his instructional purposes and plans. The paper ends with a set of questions that the author has developed to use in conjunction with the case in teacher education courses. In sum, the paper is a case of using a case, a story told by a teacher educator about how she has used one particular case in teaching prospective teachers. (Author)

ED 320 898 SP 032 458

*Page, Fred M., Jr.; Page, Jane A.*
Teachers' Perceptions of the Teaching Profession and Educational Reform.
PUB DATE- Apr 90
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990). Sponsored by the University System of Regents Special Initiating Funding Grant.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; *Excellence in Education; *Teacher Attitudes; Teacher Background; *Teaching (Occupation)

This study sought to determine the views of teachers in 40 school systems in the service area of Southeast Georgia (SEGA) on teaching as a career and a variety of educational reform issues. Specific questions addressed by the study were: (1) How do teachers in SEGA perceive the teaching profession as a career opportunity? (2) How do SEGA teachers perceive various proposals for educational reform? (3) Do SEGA teachers, categorized on the basis of background variables, differ in their perceptions of the teaching profession and educational reform? (4) Are there background variables which discriminate independently or in combination between SEGA teachers who would choose teaching again and those who would not? and (5) Are there items related to perceptions of teaching which discriminate independently or in combination between SEGA teachers who would choose teaching again and those who would not? Most respondents viewed contributions to humanity, job availability, and job security as encouraging factors. Thirteen suggested reforms were viewed positively and nine negatively, and there were numerous differences in perceptions of teaching factors and reforms. Summaries of teacher recommendations are included. Three appendices contain the instrument, "Perceptions of Teaching and Educational Reform"; 10 tables; and a list of 17 references. (Author/JD)

ED 320 942 TM 015 205

*Gaines, Margie L.; Davis, Margaret*
Accuracy of Teacher Prediction of Elementary Student Achievement.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Diagnosis; Elementary Education; Elementary School Students; *Elementary School Teachers; Grade 2; Grade 4; Grade 6; *High Risk Students; Language Tests; Literacy; *Prediction; Racial Bias; Reading Tests; Remedial Instruction; Standardized Tests; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- Iowa Tests of Basic Skills

Whether teachers, in the absence of standardized test scores, can adequately identify students who require remedial services or are at risk of failing a literacy test was studied. During the 1987-88 school year 22 fourth-grade teachers were asked to identify which of 530 students of various ethnic backgrounds would score in the top or bottom quartiles of standardized reading and language tests. In a second study, 29 second-grade, 29 fourth-grade, and 25 sixth-grade teachers predicted which students (n=2,070) would score in percentiles 1 to 15, 16 to 35, 36 to 50, and above on standardized reading and mathematics tests. Students took the Iowa Tests of Basic Skills and a reading test. Fourth-grade teachers had similar accuracy rates for minority and white students, but had lower expectations for students who had been retained. The second study demonstrated that the teachers were better at identifying students who were truly at risk, and that the teachers had difficulty identifying students below average but not seriously at risk. Overall, the teachers were more likely to make pessimistic judgments about minority and low socioeconomic students, suggesting that the teachers were not conscious of how non-academic factors biased or mediated their expectations for students. An appendix contains 15 data tables. (SLD)

ED 320 982 UD 027 495

*Stanley, Cheryl*
Magnet Schools. Fourteenth Annual Final Report, 1988-89.
**Houston Independent School District, TX. Dept. of Research and Evaluation.**
PUB DATE- 90
NOTE- 48p.; For earlier report, see UD 027 494.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Busing; Class Size; Compliance (Legal); Educational Opportunities; Elementary Secondary Education; Expenditure per Student; *Magnet Schools; Minority Group Children; *Racial Composition; Racial Integration; *School Desegregation; Teacher Student Ratio; Teaching Experience; Urban Education; *Urban Schools
IDENTIFIERS- *Houston Independent School District TX

This report evaluates the success of the magnet school program in the Houston (Texas) Independent School District for the 1988-89 school year. The following sections are included: (1) "Overview of the District"; (2) "History of Desegregation in Houston"; (3) "Development of Houston's Magnet School Program"; (4) "Objectives Related to the Court Order"; and (5) "Information Required by the Settlement Agreement." Achievement of the following objectives is discussed: (1) reduction in the number of schools that are 90 percent or more White or combined Black and Hispanic; (2) reduction in the number of students attending schools that are 90 percent or more White or combined Black and Hispanic; (3) free transportation upon request to all students attending magnet schools outside their attendance zone; and (4) reports of student enrollment and teacher assignment by ethnic group. This report provides the following information for each magnet school as required by the Settlement Agreement: (1) race or ethnicity; (2) per pupil expenditure; (3) achievement scores; (4) average class size; (5) student/teacher ratio; (6) teacher experience; and (7) waiting lists. The following findings are presented: (1) the number of ethnically isolated schools increased; (2) the number of students attending ethnically isolated schools was reduced; (3) 16,587 students were transported over the 1-year period for the purpose of desegregation; and (4) a total of 98,163 students were affected by magnet school programs.

Twenty-two tables are included. A list of the magnet schools is appended. (JS)

ED 320 703 PS 018 898

*Zoe, Lucinda R.; Kelly, Lynne S.*
Status of Child Care in Kentucky: A Comparative Analysis of Regulations, Expenditures, and Policies.
**Kentucky Univ., Lexington. Center for Business and Economic Research.**
SPONS. AGENCY- Kentucky Commission on Women, Louisville.
PUB DATE- Dec 88
NOTE- 115p.
AVAILABLE FROM- Center for Business and Economic Research, University of Kentucky, 301 Mathews Building, Lexington, KY 40506-0047 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Certification; Comparative Analysis; Costs; *Day Care; Demography; Early Childhood Education; *Educational Quality; Employer Supported Day Care; Federal Legislation; Government Role; *Grants; Policy Formation; *Public Policy; State Government; State Programs
IDENTIFIERS- *Kentucky; *State Regulation

Providing comparative data on child care policies and programs in the State of Kentucky; this report presents an analysis of the issues, including regulation, licensing, tax and fiscal policies, subsidy programs, expenditures, availability, and quality. Data used in the study were the most current data available from the United States Department of Labor, the Kentucky Cabinet for Human Resources, and a thorough examination of the literature on day care. Comparisons were based on data from the adjacent states of Ohio, Tennessee, Virginia, North Carolina, and Indiana as well as several states having model child care programs, such as Massachusetts and Minnesota. Virginia and Massachusetts were included partly because those commonwealths have governmental structures similar to those of the Commonwealth of Kentucky. Two major areas of interest emerged in the course of the study. One involves the shortage of child care subsidies for poor women; the second involves the enhancement of child day care availability for middle and lower income working families. Chapter 1 includes background information and an overview of child care as it has emerged as a social, economic, and business issue. Chapter 2 analyzes the specific issues related to child care and provides comparative information from other states. Chapter 3 reviews policy and legislative options and considerations. A bibliography provides 60 citations. (RH)

ED 320 729 RC 017 579

*Munn, Pamela; Hamilton, Daphne*
Part-Time Youth Workers and Training: A Study of Needs and Provision.
**Scottish Community Education Council, Edinburgh.; Scottish Council for Research in Education.**
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
REPORT NO.- ISBN-0-947833-36-6
PUB DATE- Dec 89
NOTE- 47p.; For a companion report on community development workers, see RC 017 578.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Foreign Countries; Occupational Surveys; On the Job Training; *Part Time Employment; Program Evaluation; *Social Workers; *Staff Development; Trainers; *Training Methods; Work Experience Programs; Youth Agencies; Youth Clubs; *Youth Programs
IDENTIFIERS- Modular Systems; Scotland; *Training Needs

This report examines survey responses by Scottish part-time youth workers, their employers, and trainers about program training needs. Of primary concern to the study were the characteristics and roles of part-time staff, their level of satisfaction with existing training, and their attitudes toward a modular training system. A total of 96 interviews were carried out. Respondents were staff in public and voluntary youth clubs, and in young farmers', scouts', and girls' groups. The study found that youth-work training and refresher courses were valued, while generic courses were criticized. Training was considered successful when it involved practical, relevant work alongside experienced staff. Residential weekends were favored; distance learning was not. Main training access problems were seen to be caused by a lack of full-time staff and inadequate budgets. Experienced youth workers seemed to be offered fewer training opportunities than new staff. Most part-time staff favored modules but employers and trainers were more doubtful. Welfare rights organizations' training was better because representatives of these organizations seemed to have a clearer view of their aims and objectives. Local authority workers, however, seemed less clear about agency goals, making identification of training needs more difficult. The document recommends that organizations more clearly identify goals and needs, and make training as relevant to needs as possible. On-the-job training with experienced trainers also is encouraged. Questions of policy, information, support services, and the use of modules are discussed. (TES)

ED 320 743                                RC 017 600

Education in Asia and the Pacific: Reviews, Reports, and Notes. Number 25.

**United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.**

PUB DATE- Dec 88

NOTE- 125p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Cross Cultural Studies; *Cultural Differences; *Developing Nations; Economic Development; Educational Change; *Educational Development; Educational Needs; Foreign Countries; Government Role; *International Education; International Studies; Literature Reviews

IDENTIFIERS- *Asia Pacific Region; UNESCO

This volume consists of report summaries, literature reviews, and document annotations on the subject of education in Asia and the Pacific. The reviewed literature includes the following: "Reorientation and Reform of Secondary Education in the Asian and Pacific Region: A Status Report," edited by R.S. Adams; Unesco's "Primary Education on the Threshold of the 21st Century"; "Secondary Education in the World Today," by Z.A. Malkova and B.L. Vulfson; "Distance Education in Asia and the Pacific," proceedings of the Asian Development Bank Seminar; "Public and Private Sectors in Asian Higher Education Systems," Hiroshima University; "Pacific Perspectives on Non-Formal Education," edited by Michael Crossley and others; "Achievements of the United Nations Decade for Women in Asia and the Pacific," United Nations; "Realities, Reflections, and Reform: A Study of State Universities and Colleges in the Philippines," by Higino A. Ables and others; "Education and Employment: the Case Study of Thailand," by Tunsiri Vichai; Trevor Williams' "Participation in (Australian) Education"; a government report on Japanese educational reform; a pilot study of computer education in Penang, Malaysia; an Australian government report on policy for girls' education; and a Japanese national research report on new ideas with computers in mathematics education. The annotation section includes descriptions of about 33 documents arranged by nations, dealing with such topics as occupational training, teacher education, rural housing, and the economic role of women in Asian and Pacific countries. The book also includes addresses of sources for the materials described. (TES)

# Department of Education's Refusal To Fund Holocaust Curriculum. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, Second Session (October 19, 1988).

**Congress of the U. S., Washington, D. C. House Committee on Government Operations.**

PUB DATE- Oct 88
NOTE- 129p.; Printed for the use of the Committee on Government Operations.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Controversial Issues (Course Content); Federal Aid; Federal Government; Government Publications; Hearings; *History Instruction; *Modern History; Secondary Education; Secondary School Curriculum; Social Studies; *Student Development; World History
IDENTIFIERS- Congress 101st; Department of Education; *Holocaust; *National Diffusion Network

This document is the record from a U.S. Congress oversight hearing on the Department of Education's refusal to fund a program to teach students about the Holocaust. The program, "Facing History and Ourselves," applied for federal funding to the Department of Education's National Diffusion Network (NDN), an organization intended to disseminate information about successful school programs. "Facing History" was the only Holocaust curriculum in the country eligible for funding by the NDN. The curriculum was denied funding by the NDN in 1986 and 1987. In its 1988 denial of funding, the peer reviewer for the NDN cited an imbalance in the program's presentation of two viewpoints, the Nazi viewpoint and the Ku Klux Klan's, as a critical factor in the decision not to fund the program. The testimony of Department of Education officials as to the circumstances surrounding the denial of funding to "Facing History" along with the testimony of several persons in support of the program form the body of the document. Appendices include materials referred to in the record as well as statements submitted for the record. (DB)

ED 320 818 SO 020 928

*Thornton, Stephen J.*
How Does Instruction Vary Across Social Studies Subjects?

PUB DATE- 17 Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Curriculum Research; Educational Research; *Educational Strategies; Elementary Secondary Education; *Evaluation; Higher Education; *Instructional Development; *Social Studies

Recent research suggests that there may be systematic differences in instruction and learning associated with particular social studies subjects. The researchers question whether social studies instruction differs across the various subjects that constitute the social studies curriculum. If so, to what extent do these differences have educationally significant consequences? Social studies curriculum planning involves, whether consciously or not, a classification of subjects. The examination of social studies courses suggests that boundaries vary, between these subjects, from strong to weak, with the weaker boundaries in the middle and elementary-school grades. There is some evidence that teachers' conceptions of a particular subject affects how they interpret the goals of the curriculum and which instructional strategies they employ. A review of the research literature found that the choices of curricular organization and instructional strategy influence what is learned, how it is learned, and what counts as evaluation.

I. L. Beck and M. G. McKeown (1989) concluded that the social studies curriculum has been too global and vague to allow a meaningful understanding of instructional practices. A 33-item bibliography is appended. (NL)

ED 320 867 SP 032 378

*Johnston, John M.*

What Are Teachers' Perceptions of Teaching in Different Classroom Contexts?

PUB DATE- 18 Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Class Size; Grouping (Instructional Purposes); *Individualized Instruction; Primary Education; Teacher Aides; *Teacher Attitudes; *Teacher Student Ratio; Teacher Student Relationship; *Time Management
IDENTIFIERS- *Student Teaching Achievement Ratio Proj; Tennessee

In 1986, the Tennessee legislature authorized the Student/Teacher Achievement Ratio (STAR) project. At the end of the school year, interviews were held with teachers from kindergarten through third-grade levels on their perceptions of teaching either in a small class, in a regular class with a full-time aide, or in a regular class. The following categories of teacher perceptions were identified: (1) grouping of pupils' (2) physical and social climate, (3) learning centers and activities, (4) classroom management, (5) pupil evaluation, (6) teacher morale, (7) pupil achievement, (8) instructional practices, (9) teacher planning, and (10) teacher/student relationship. Time was a dominant theme observed throughout small class and regular/aide class teacher interview responses. The amount and pace of academic content covered was the most pervasive time related difference noted by all of the small class teachers. Increased opportunities for more individualized instruction emerged as a second dominant theme when small and regular/aide class teachers talked about differences between teaching in a small or a regular size class. A discussion is presented on findings in each of the identified categories of teacher perceptions. (JD)

ED 320 883 SP 032 437

*Taylor, Peter C. S.*
The Influence of Teacher Beliefs on Constructivist Teaching Practices.

PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Concept Formation; *Concept Teaching; *Epistemology; Mathematics Instruction; *Metacognition; Opinions; Perceptual Development; Secondary Education; *Teacher Attitudes; *Teaching Methods

A collaborative research study was designed to facilitate, at the local school level, a mathematics teacher's development of a "constructivist" pedagogy. This paper discusses the nature and influence of the teacher's professional beliefs on his attempts to create a classroom learning environment congruent with the principles of a constructivist epistemology. Cognitive perturbation is considered an important part of the process of reshaping the teacher's conception of his classroom role. The teacher designed and implemented constructivist teaching strategies. However, the narrow scope of these innovations highlighted the significant role of the teacher's established positivist epistemology in determining boundary conditions for conceptual change. In a constructivist epistemology cognitive perturbation facilitates a learner's reconstruction of his/her ways of interpreting experiences. It is an important pedagogical focus for teachers who wish to influence their students' conceptual development. This study found that teacher beliefs moderate cognitive perturbation and, subsequently, restrict the nature and scope of the teacher's conceptual and practical classroom changes. (Author)

ED 320 928 TM 015 143

*Huynh, Huynh; Saunders, Joseph C.*
Solutions for Some Technical Problems in Domain-Referenced Mastery Testing. Final Report.

**South Carolina Univ., Columbia. Coll. of Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 387p.
GRANT- NIE-G-78-0087
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020) Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; Annotated Bibliographies; Bayesian Statistics; *Computer Assisted Testing; *Cutting Scores; *Decision Making; Elementary Secondary Education; Estimation (Mathematics); *Mastery Tests; Research Reports; Simulation; Statistical Data; Statistical Inference; Test Construction; *Testing Problems; Test Reliability; Test Use
IDENTIFIERS- Beta Binomial Test Model; Binomial Error Model; *Domain Referenced Testing; Nedelsky Method; South Carolina Statewide Testing Program; *Standard Setting

A basic technical framework is provided for the design and use of mastery tests. The Mastery Testing Project (MTP) prepared this framework using advanced mathematics supplemented with computer simulation based on real test data collected by the South Carolina Statewide Testing Program. The MTP focused on basic technical issues encountered in using test scores for making decisions regarding individual students. The initial overview of the project includes abstracts of the 17 papers included in this compilation. They are: (1) "A Nonrandomized Minimax Solution for Passing Scores in the Binomial Error Model" (H. Huynh); (2) "Bayesian and Empirical Bayes Approaches to Setting Passing Scores on Mastery Tests" (H. Huynh and J. C. Saunders); (3) "A Class of Passing Scores Based on the Bivariate Normal Model" (H. Huynh); (4) "An Empirical Bayes Approach to Decisions Based on Multivariate Test Data" (H. Huynh); (5) "A Comparison of Two Ways of Setting Passing Scores Based on the Nedelsky Procedure" (J. C. Saunders and others); (6) "Budgetary Consideration in Setting Passing Scores" (H. Huynh); (7) "Computation and Inference for Two Reliability Indices in Mastery Testing Based on the Beta-Binomial Model" (H. Huynh); (8) "Accuracy of Two Procedures for Estimating Reliability of Mastery Tests" (H. Huynh and J. C. Saunders); (9) "An Approximation to the True Ability Distribution in the Binomial Error Model and Applications" (H. Huynh and G. K. Mandeville); (10) "Adequacy of Asymptotic Normal Theory in Estimating Reliability for Mastery Tests Based on the Beta-Binomial Model" (H. Huynh); (11) "Considerations for Sample Size in Reliability Studies for Mastery Tests" (J. C. Saunders and H. Huynh); (12) "Statistical Inference for False Positive and False Negative Error Rates in Mastery Testing" (H. Huynh); (13) "Relationship between Decision Accuracy and Decision Consistency in Mastery Testing" (H. Huynh and J. C. Saunders); (14) "A Note on Decision-Theoretic Coefficients for Tests" (H. Huynh); (15) "Assessing Efficiency of Decisions in Mastery Testing" (H. Huynh); (16) "Assessing Test Sensitivity in Mastery Testing" (H. Huynh); and (17) "Selecting Items and Setting Passing Scores for Mastery Tests Based on the Two-Parameter Logistic Model" (H. Huynh). A discussion of the future of mastery testing is included, and nine appendices expand on the annotated papers. References follow the individual papers, many of which contain tables of study information. (SLD)

ED 320 956 TM 015 256

*Westers, Paul; Kelderman, Henk*
Differential Item Functioning in Multiple Choice Items. Project Psychometric Aspects of Item Banking No. 47. Research Report 90-1.
**Twente Univ., Enschede (Netherlands). Dept. of Education.**
PUB DATE- Apr 90
NOTE- 37p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Estimation (Mathematics); Foreign Countries; Guessing (Tests); Higher Education; *Item Bias; Item Response Theory; Mathematical Models; *Multiple Choice Tests; Probability; Secondary Education; *Test Items
IDENTIFIERS- Latent Class Models; Rasch Model; Second International Mathematics Study

In multiple-choice items the response probability on an item may be viewed as the result of two distinct latent processes--a cognitive process to solve the problem, and another random process that leads to the choice of a certain alternative (the process of giving the actual response). An incomplete latent class model is formulated that describes the first process by a Rasch model and the second process by a guessing model. Alternative models are specified that contain additional parameters describing differential item functioning (DIF) in the two processes. DIF with respect to either known or unknown subgroups can be tested by a likelihood ratio test that is asymptotically distributed as chi-square. As an example of the model, four five-choice items from the Second International Mathematics Study (1987) with a sample of 3,002 secondary students were considered. A 42-item list of references and 3 data tables are included. (Author/SLD)

ED 320 995 UD 027 529

*Reyes, Pedro; Capper, Colleen*
Urban Principals: A Critical Perspective on the Context of Minority Student Outcomes.
PUB DATE- May 90
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Dropout Prevention; Educational Environment; High Risk Students; Influences; Interviews; *Minority Group Children; *Outcomes of Education; *Potential Dropouts; *Principals; Secondary Education; State Surveys; Student Attitudes; Urban Education; *Urban Schools

The study explores how urban school principals perceive the problem of and solutions to student dropouts, and how these perceptions relate to student outcomes. Using the model of Bossert and his colleagues as a preliminary framework, the study analyzes principal interviews and demographic and questionnaire data. In addition, student outcome data focus on student attitudes and student achievement. Schools in the following areas are studied: (1) Chicago (Illinois); (2) Miami (Florida); (3) Newark (New Jersey); (4) San Antonio (Texas); and (5) Milwaukee (Wisconsin). The findings for each of eight schools are presented separately, and then findings are discussed based on a cross-site analysis. Findings indicate that the context of issues mitigating against student retention range from within the school to placing blame on the student, family, and community. However, the attitudes and achievement levels of students seem to be unrelated to how the principal perceives the context of the student dropout problem. All the principals cite programs and strategies related specifically to school climate, and yet none of them addresses the issue of racial prejudice. None of the principals considers the cultural relevance of the curriculum when they place the context of the dropout problem within the school. The findings of this study imply that if principals care about the educational success of racially diverse students, they must begin to dismantle the unequal power relations inherent in the interactions within the school and with the community. Two figures are included, along with a list of 42 references. (JS)

ED 320 772 SE 051 513

*Sherwood, Robert D.; And Others*

An Evaluative Study of a Level One Videodisc Based Chemistry Program.

PUB DATE- 90
NOTE- 7p.; Paper presented at a Poster Session at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; High Schools; *Interactive Video; *Program Evaluation; Science Instruction; *Science Materials; Scientific Concepts; *Secondary School Science; *Videodisks

This study evaluated the effectiveness of the use of videodisc technology in a school system. The videodisc "Understanding Chemistry and Energy" (Systems Impact, 1987) having 20 lessons was used in Physical Science classes (grade 9) and Biology classes (grades 10 and 11) in an experimental school. It was designed to be used with a variety of classes especially classes for studying some aspects of chemistry. Printed worksheets and quizzes were also provided to the experimental classes. Because the differences in pre and posttest scores were very large for the experimental group as compared to the control group, items were analyzed by teachers to determine whether they were covered or not during classroom instruction. For the items covered a lot or some during class, there were significant differences between the two groups. (YP)

ED 320 803 SO 020 886

*King, Margaret J.*

Instruction and Delight: Theme Parks and Education.

PUB DATE- Nov 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Activities; Cultural Centers; *Educational Innovation; *Educational Parks; Educational Strategies;

*Educational Trends; Elementary Secondary Education; *Futures (of Society); Museums; Technological Advancement
IDENTIFIERS- Disney (Walt); Disneyworld FL; *Theme Parks

Education continues to operate as an enclave of elite culture and is battling for interest and respect with the mass media, technology, and the popular arts. These cultures must be brought together. Using the creative ideas generated by theme parks is an effective method of importing popular culture into the schools. Theme parks provide a total learning environment and are highly successful as evidenced by 50 million visitors a year. For an audience raised on television, they provide an ideal setting for education, offering innovations for the classroom and combining fantasy, history, adventure, and learning. The classroom cannot compete with the world of popular culture with its creative imagination and enormous resources. Theme parks influence design, merchandising, and computer-assisted education, serving as modern museums and centers of historic preservation, where children can acquire history, lore, and myth. As a major acculturation method, theme parks are evocative as opposed to literal and make participants out of the viewer. They are knowledge clusters of exhibits, science, and communications; and they provide a visual, tactile, and kinetic message about recent scientific information. A review of scholarly literature published on theme parks and a discussion of concepts and influences concludes the document. (NL)

ED 320 836 SO 020 963

*Applegate, Edd*
Subliminal Advertising: Is it Still Being Taught in Advertising Programs?
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Consumer Protection; *Course Content; Higher Education; *Mass Media; *Persuasive Discourse; Social Science Research; Teaching Methods
IDENTIFIERS- *Key (Wilson Bryan)

In 1974, 1976, and 1980 three best-selling books were published by Prentice Hall authored by Wilson Bryan Key. Key adopted the viewpoint that subliminal perception was a new phenomenon and that advertisers and advertising agencies were involved in manipulation of the public with the cooperation of the mass media. This study asks whether professors of advertising continue to explain the concept of subliminal advertising as defined by Key or others to their students, and how many class meetings are devoted to the topic. A questionnaire was mailed to 51 college professors who were asked if Key's theories were discussed in their classroom lectures. Of the 51 questionnaires mailed, 21 were returned, 14 indicated the issues were discussed, 6 explained Key's theories, and 1 indicated the topic was not discussed. The findings showed that professors in departments of advertising continue to discuss the Key's ideas but the discussion is limited to one class period or less and usually in an introductory course. (NL)

ED 320 914 TM 014 795

*Bierschenk, Bernhard*
Behavioural Semantics: A Comparison between Topologic and Algebraic Scaling in the Measurement of Human Dignity. No. 33.
**Lund Univ. (Sweden). Cognitive Science Research.**

PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Algebra; Behavioral Science Research; *Classification; *College Students; Comparative Analysis; Content Analysis; Definitions; Factor Analysis; Foreign Countries; Graduate Students; Higher Education; High Schools; *High School Students; *Human Dignity; Language Patterns; Personality Measures; *Scaling; *Semantics; Statistical Analysis
IDENTIFIERS- Eigenvalues; Sweden; Worth

Topological and algebraic scales were compared in the representation of the concept of human worth in behavioral-semantic terms. In a first experiment, seven doctoral students of Business Administration in Sweden explored the notion of worth using definitions from at least 10 dictionaries as the intentional-semantic content. Each subject served as experiencer, observer, and recorder in grouping entries by content. On the basis of the differentiations presented and names proposed for each of the groupings, the prototypical character of the groupings were summarized using the following descriptive names: (1) eigenvalue; (2) reputation; (3) reliability; (4) impartiality; (5) rank; (6) significance; and (7) status. The structural connections were represented topographically. In a second experiment, 180 Swedish high school students, college students, and adult professionals were asked to make preferential judgments about the intentional-semantic content of 50 statements about worth prepared by the subjects in the first experiment. A statistical analysis of choice alternatives then established an algebraic scale. Factor analysis led to the conclusion that the structure of the investigated concept was qualitatively invariant. The topological scale was preferred because it gave a synthetic representation of the underlying structure, while the algebraic scale only gave an analytic representation of details. (SLD)

ED 320 970 UD 027 358

*Earle, Janice; Roach, Virginia*
Female Dropouts: A New Perspective.
**National Association of State Boards of Education, Alexandria, VA.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED),

Washington, DC.
PUB DATE- 89
NOTE- 75p.
AVAILABLE FROM- Women's Educational Equity Act Program Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; Dropouts; Elementary Secondary Education; *Females; *High Risk Students; Program Descriptions; *Program Development; State Programs

Early socialization, cognitive differences, treatment by teachers, and curricular choices have a negative effect on both the self-esteem and academic achievement of young females. Program designers and policymakers should incorporate the following approaches into female dropout prevention programs: (1) academic encouragement; (2) counseling to improve female self-esteem; (3) coordination of services to meet females' academic and nonacademic needs; (4) bias-free interactions with teachers and administrators; and (5) encouragement for females to enter nontraditional courses and careers. The following programs illustrate effective approaches: (1) the Johns Hopkins Team Learning Project (Baltimore, Maryland); (2) Summer Training and Education Program (STEP) (Philadelphia, Pennsylvania); (3) Homework Hotline (San Diego, California); (4) Applied Leadership Training for Youth (Tucson, Arizona); (5) School Age Mother (SAM) (Beaver Dam, Wisconsin); (6) PEER Power (Chicago Public Schools, Illinois); (7) the Discovery Links Project (Klamath Falls, Oregon); (8) the Early Single Parenting Project (San Francisco, California); (9) Think Again (Huron, South Dakota); (10) the Family Learning Center (Leslie, Michigan); (11) School-based, Noncurricular Model for Pregnant and Parenting Teens (National Association of State Boards of Education); (12) Gender/Ethnic Expectations and Student Achievement (GESA); (13) Expanding Staff Potential in High Technology (ESP) Seminars (Hanceville, Alabama); (14) Yaleta Girls Count! (El Paso, Texas); (15) Choices (Girls Clubs of America); (16) Choices Initiative in Wisconsin; and (17) the Job Corps (U.S. Department of Labor). Initiatives in six states illustrate how policymakers can help at-risk youth of both sexes. Lists of the promising programs and state initiatives, and a list of 46 references are appended. (FMW)

ED 320 757 SE 051 422

*Guerrero, Frank; And Others*
Comprehensive Instructional Management System (CIMS)--Mathematics, 1988-89.
**New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.**
PUB DATE- Mar 90
NOTE- 88p.
AVAILABLE FROM- New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Inservice Teacher Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Teachers; *Staff Development; *State Curriculum Guides; Teacher Education
IDENTIFIERS- New York City Board of Education

The Comprehensive Instructional Management System (CIMS) Mathematics project is a teacher-developed mathematics curriculum for kindergarten through grade seven. The 1988-89 evaluation focused on (1) the operation and impact of the program in sample of five districts, chosen to provide diverse models of the computer management system, (2) the nature and effectiveness of the computer management system to change instructional and supervisory practice, and (3) identification of the arrangements of self-sufficiency on the part of district. Gains of mathematics achievement were educationally meaningful for all districts evaluated. There was a high correlation between mastery of objectives as measured by the CIMS tests and performance on the mathematics achievement test for each grade. Nine recommendations were made based on the evaluation results. (YP)

ED 320 852 SP 031 979

*Caliguro, Joseph F.*

Health and Physical Education Programs in the National Diffusion Network.
**Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.**
PUB DATE- Dec 89
NOTE- 30p.; Title page title: Health & Physical Education Programs That Work; A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletics; *Demonstration Programs; Disease Control; *Experimental Programs; *Health Services; Networks; *Physical Education; Problem Solving; *Validated Programs

This catalog contains descriptions of the Health and Physical Education programs in the National Diffusion Network. These programs are available to school systems or other educational institutions for implementation in their classrooms. While all of the programs have been validated as effective by the U.S. Department of Education's Program Effectiveness Panel (formerly the Joint Dissemination Review Panel), the following six are currently receiving funds for dissemination from the National Diffusion Network: (1) athletic health care system; (2) Project CHOICE--cancer prevention; (3) every child a winner in physical education; (4) growing healthy; (5) know your body; and (6) social decision making and problem solving. The funded programs may be able to offer to interested schools consultant services and limited assistance with the training and materials associated with installing one of these programs in their classrooms. Unfunded Panel-approved programs offer services through cost/service agreements negotiated with potential adopters. (JD)

ED 320 899 SP 032 459

*Levin, Robert A.*
Education Schools in Search of a Mission: The Preparation of Elementary Teachers at a Large University and a Normal School/State College, 1905-1945.
PUB DATE- 19 Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Educational History; *Educational Trends; *Elementary School Teachers; Higher Education; *Institutional Mission; Preservice Teacher Education; Social Change; *Teacher Education Programs

This paper reports on the findings of a study focused upon faculty, curricula, and field work in the preparation of elementary teachers during the early years of programs at the University of Pittsburgh (Pennsylvania) and Keen State College (New Hampshire). Distinct patterns in program missions were found that could be studied in context, considering both the history of educational thought and broader social, economic, and demographic trends in the United States. Distinct values about what teacher candidates should know, consider, and do--in the classroom and the community--were periodically evident in the institutions' curricula between 1905 and 1940. Significant efforts to integrate general, professional, and field studies also characterized portions of the 1910-1935 period at both institutions. Program developments tended to coincide with historical periods in which the themes expressed in teacher education mirrored larger social or political trends or events. During the 1930s, however, programs for elementary candidates at both places began to become homogenized, dominated by the evolving hegemony of a four-year liberal arts model of collegiate education. A conclusion is that careful assessment of which efforts accomplished what goals in the history of teacher education is likely to contribute to informed policy choices in the years to come. (Author/JD)

ED 320 704 PS 018 899

*Laurence, Mary Ann; And Others*
Early Childhood Education. Planning/Evaluation Report.
**Des Moines Public Schools, Iowa.**
PUB DATE- Jun 90
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Day Care; *Early Childhood Education; Formative Evaluation; Kindergarten; Preschool Education; Program Development; *Program Evaluation; *School Age Day Care; School Districts; *Special Education; Summative Evaluation
IDENTIFIERS- Des Moines Public Schools IA; Iowa (Des Moines); Program Characteristics; *Project Head Start

Collected in this report are context, input, process, and product evaluations of the early childhood education (ECE) programs of the Des Moines Independent Community School District. Context evaluations concern: (1) the Des Moines Preschool Program; (2) the School-age Child Care Program; (3) the Cowles Children's Center, a full-day preschool/child care center; (4) the Early Childhood Special Education (ECSE) Program; (5) Head Start; and (6) the district's kindergarten program. Input and product evaluations concern all of the above plus all fee-based programs. Process evaluations concern preschool, child care, kindergarten, ECSE, and Head Start programs. The context evaluations concern state policies governing programs, standards, and regulations; provide program descriptions; identify program needs; state goals; and report improvements. Input evaluations provide information concerning budget and sources of revenue, materials and equipment, and program schedules. All fee-based programs are discussed in terms of community resources and other program features. Process evaluations state 1989 program goals, include job descriptions, and report on management systems and inservice and staff development. Most provide a statement of administrative responsibility and the goals of coordinator, consultant, or supervisor. Product evaluations vary, with most reporting adherence to standards, policies, or regulations; some provide information on other program products and report test results. (RH)

ED 320 717 RC 017 550

Rural Health Resource Guide: A Compilation of Data and Information on Rural Health in New York State. Volume 1.

**New York State Legislative Commission on Rural Resources, Albany.**

PUB DATE- Aug 87
NOTE- 249p.; For related document, see RC 017 543.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; Financial Support; *Health Needs; Health Personnel; Health Programs; *Health Services; Networks; Population Trends; *Rural Areas; Rural Population; Rural Urban Differences; Socioeconomic Influences; Statistical Analysis; Statistical Surveys; *Systems Development
IDENTIFIERS- Counties; *New York

This resource guide reflects, largely through statistical information, the status of health care in rural New York State. It is divided into five sections: (1) Demographics, Socioeconomics, and Technology; (2) Client Needs; (3) Provider Needs; (4) Designing an Integrated Rural Health System; and (5) Developing a Rural Health System for New York State. The first section offers information on the state's population, employment, and income distributions across six types of counties categorized by the extent of urbanization from metropolitan to limited urban influence. The second section gives statistics on birth, health, and infant and other mortality rates, as well as information on health payment sources. The third section looks at availability of services, reimbursement, the education and training of health care personnel, and rural health networking. The fourth section examines the goals and criteria for designing an integrated state health system that includes both client services and the components that link them. The fifth section further discusses the mechanisms, tools, policies, and strategies for implementing a rural health framework and its components. Four appendices use national data to examine the following topics: (1) selected U.S. facts of interest to rural health; (2) rural health system components in other states; (3) system development alternatives in other states; and (4) emerging rural health system components in New York State. This document also includes a subject index and a bibliography of 40 entries. (TES)

ED 320 788 SO 020 629

*Kim, Byong-sung; And Others*
Schooling and Social Achievement.
**Korean Educational Development Inst., Seoul.**
PUB DATE- 84
NOTE- 124p.
AVAILABLE FROM- Korean Educational Development Institute, 92-6, Umyeon-dong, Seocho-gu, Seoul, 137-791, South Korea.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Economic Impact; *Educational Benefits; Educational Opportunities; Educational Policy; *Educational Research; *Education Work Relationship; Foreign Countries; Social Class; Social Differences; Social Mobility; *Socioeconomic Status
IDENTIFIERS- Korean Educational Development Institute; *South Korea

Until the 1960s schooling in Korea was looked upon quite favorably as a means of achieving equal social and economic opportunities. In the 1970s, however, many began to raise the question of whether the expansion of educational opportunities really did reduce social inequalities. This report discusses research that analyzes available evidence about the link between educational attainment and social stratification. The research is conducted around two competing paradigms: the functional paradigm which looks upon education favorably as a way to achieve a meritocratic society; and the conflict paradigm which sees schooling not as a great equalizer, but as a reproducer of the social division of labor. The relationships of family background, schooling, and personal traits to social achievement are analyzed. Analysis is made according to age groups. The report generally finds education to be highly correlated to social achievement. Numerous tables are included, as is a lengthy list of references. (DB)

ED 320 819 SO 020 929

*Adler, Susan*
The Social Studies Methods Course Instructor: Practictioner Researcher.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Curriculum Research; *Educational Research; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Research Methodology; *Social Studies; *Teacher Education Curriculum

How best to prepare beginning tachers and what is meant by an adequately prepared teacher are issues that directly influence the structure and practice of teacher preparation programs. A critical review of recent research (1978-1988) on social studies methods classes, examined those with a focus on overall course design and those that focus on a specific practice. The studies cited did not contribute to a knowledge base in the empirical-analytic sense, and most of the work reviewed was based on the researchers' own teaching experiences. Research on particular components of social studies methods classes was particularistic and unsystematic with little building of one study upon another. There was no pattern to the data on the characteristics of the effective social studies methods classes. Samples were randomly selected from too narrow a population, jeopardizing the validity of generalizing to a wider population. None of the studies examined whether changes in attitudes had an impact on teaching practices. Recommendations for further study include developing alternative approaches to research, with the focus on intrapersonal processes and self-reports that can be a valid component of a broader set of research practices. Researchers must conduct a critical inquiry that questions, analyzes, and considers alternatives. (NL)

ED 320 868 SP 032 382

*Werner, Peter H.; Simmons, Richard A.*

Homemade Play Equipment.

**American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.**
REPORT NO.- ISBN-0-88314-446-8
PUB DATE- 90
NOTE- 211p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Publication Sales Office, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Manipulative Materials; Material Development; Physical Education; Physical Recreation Programs; *Playground Activities; *Teacher Developed Materials*

This book provides elementary school teachers, physical education specialists, special education teachers, recreation leaders, and parents with some innovative ideas for construction and utilization of homemade playground equipment. Activities which have been found to be interesting to children and adaptable to large classes are suggested. The acquisition, construction, purpose and activities for various pieces of physical education equipment are outlined. The emphasis is on utilizing materials normally thrown away or of very little cost. An appendix lists sources for equipment which may be purchased at little expense and used for playground activities. (JD)

ED 320 884 SP 032 438

*Fetsco, Thomas G.; Clark, Henry T.*
Sacred Cows in Educational Psychology: How Accurate and Relevant Is Our Textbook Information?
PUB DATE- 31 Jan 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Content Analysis; *Controversial Issues (Course Content); Developmental Stages; *Educational Psychology; Higher Education; *Piagetian Theory; Preservice Teacher Education; *Self Fulfilling Prophecies; Textbook Content; *Textbook Evaluation
IDENTIFIERS- Piaget (Jean)

Five commonly used educational psychology textbooks were reviewed in terms of the accuracy and comprehensiveness of their coverage of three controversial topics: Piagetian theory; self-fulfilling prophecy; and learning styles. Although textbook coverages were accurate as written, they often failed to convey the degree of controversy that exists concerning these topics. Such oversimplification of complex issues could affect relevancy with regard to the complexities of classroom environments. Also, because some of the controversies provide opportunities to teach relevant problem-solving skills, the controversies need more emphasis than they receive in the textbooks examined. The appendix provides lists of trend statements in Piagetian theory, self-fulfilling prophecy, and learning styles. (Author/JD)

ED 320 943 TM 015 206

*Friedman, Charles B.*
Critical Items and Standard Setting for Health Certification Examinations.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cutting Scores; *Evaluators; *Health Occupations; Higher Education; *Licensing Examinations (Professions); National Programs; *Performance; *Scoring; Test Construction; Testing Programs; *Test Items
IDENTIFIERS- *Standard Setting

In most judgmental methods for setting performance standards, content experts evaluate test items based on a conceptualization of a borderline examinee or a group of examinees. An alternative method is proposed by which judges evaluate items based on the degree of criticality regardless of content area. This classification of items serves to link the job analysis stage of test development to the standard setting process of examination administration. Based on the ratings of seven judges of a national health certification examination administered in March of 1988 to 635 entry-level examinees, a special critical item section score was calculated. This subscore was evaluated for its internal consistency. Examinee performance on critical items was compared to the total test score and evaluated for its potential impact on the number of candidates passing or failing the test and as a criterion in setting a standard score. Implications for test validity are discussed. Three data tables are included. (Author/SLD)

ED 320 957 TM 015 263

*Kluwin, Thomas N.; And Others*
The Revision of an Instrument To Measure the Capacity of Hearing Impaired Adolescents To Cope. Progress Report No. 2.

**Gallaudet Research Inst., Washington, DC.**
PUB DATE- Jun 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Adolescents; *Construct Validity; *Coping; *Hearing Impairments; Measures (Individuals); Psychological Testing; *Test Construction; Test Reliability; Videotape Recordings
IDENTIFIERS- Coping Inventory; Meadow Kendall Social Emotional Assessment Invent; *Test Revision

A study was undertaken to develop a valid, reliable measure of coping skills for use with hearing impaired adolescents. Subjects included 324 adolescents, aged 15 to 17 years. Through the permission of schools and parents and the cooperation of the Annual Survey of Hearing Impaired Children and Youth of the Center for Assessment and Demographic Studies, background information on the students was obtained. The Meadow-Kendall Social Emotional Inventory was completed, for each student, by two teachers who were familiar with the student. The new instrument, ACOPE, and a videotape stimulus for ACOPE were presented to the students; the instrument was presented in print, via videotape, and in Pidgin Sign English by a skilled signer. Subjects were tested in small groups in their classrooms. Subscale scores were computed based on the original factors generated by the authors of the scale; these included abilities related to ventilating feelings, seeking diversions, developing self-reliance, developing social support, solving family problems, avoiding problems, seeking spiritual support, investing in close friends, seeking professional support, engaging in demanding acts, being humorous, and relaxing. Results indicate that a valid, reliable measure of coping skills of hearing impaired adolescents could be developed. Five data tables are included. (TJH)

ED 320 983 UD 027 499

*Ratteray, Joan Davis*
Center Shift: An African-Centered Approach for the Multicultural Curriculum.

**Institute for Independent Education, Inc., Washington, DC.**
REPORT NO.- ISBN-0-941001-22-9
PUB DATE- 90
NOTE- 46p.; Adapted from a paper presented at the Annual Meeting of the African Heritage Studies Association (22nd, New York, NY, April 7, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; Black History; *Culture Conflict; *Curriculum Development; *Curriculum Problems; Elementary Secondary Education; Higher Education; *Multicultural Education; North American Culture; *Western Civilization
IDENTIFIERS- *Afrocentrism

The attempt by many urban school districts to develop African curricula creates a dilemma, because it usually places an African-centered program in a multicultural curriculum that is centered in the European-American educational tradition. Currently, some elements of an African and African-centered curriculum may be found in the multicultural education movement at some urban public schools. Independent schools owned and operated by blacks are developing African-centered programs with the assistance of a network of black study groups, lecture series, and national associations. All multicultural curricula must center discussions on the perspective of various cultural groups in the experience of one of those groups. In most contemporary classrooms, the curriculum has a European-American center. The intellectual tradition of European-American education is incapable of embracing an African frame of reference, forcing the following developments by black scholars and historians: (1) exposing the falsehood of the myth of African inferiority; (2) advocating the inclusion of African history and culture in school curricula; (3) developing independent educational institutions; (4) developing Black Studies programs in higher education; and (5) defending the new curriculum content in elementary and secondary schools. Future development of a true African-centered curriculum will depend on the following factors: (1) philosophical orientation; (2) institutional implementation; (3) consultant support; (4) scholarship; and (5) assessment. A list of 57 references is appended. (FMW)

ED 320 996 UD 027 533

# Statistical and Non-Statistical Methods for Hard to Reach Populations: Selected Case Studies of the National Urban League.

**National Urban League, Inc., New York, N.Y.**
PUB DATE- May 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Community; Black Youth; Case Studies; Community Surveys; *Data Collection; Federal Programs; *Qualitative Research; Research Design; *Research Methodology; *Research Utilization; Social Science Research; Socioeconomic Influences; *Statistical Analysis; Surveys

This paper describes two studies that utilize different research methods, one statistical and one non-statistical, conducted by The National Urban League to assess the needs of black communities. The first study, Black Pulse, whose purpose was to assess the conditions and attitudes of black Americans, consisted of a detailed, statistical survey of black households in 118 cities. Resulting data were used to develop an analysis of government income transfer programs. The purpose of the second study, Youth Speak Outs, was to bring attention to the problems facing black youth. It consisted of hearings and subsequent focus groups that elicited data on what youth felt were their most pressing needs. The information youth provided were to be used to help develop service initiatives in an era of reduced Federal spending for social programs. These two studies suggest that both statistical and non-statistical methods have important roles in applied research. In addition, both methods demonstrate the impact of the external changes on the utility of research. Comparing these methods can provide insights to help determine when to do costly, highly structured statistical research and when to do cheap, loosely structured non-statistical research. (JS)

ED 320 730 RC 017 580

*Cosgriff, Marg; And Others*
Exploring Diversity in Landscapes and Learningscapes in Aotearoa.
PUB DATE- Oct 89
NOTE- 17p.; Paper presented with slides at the Annual Conference of the Association for Experiential Education (17th, Santa Fe, NM, October 27-30, 1989). Contains some broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adventure Education; Elementary Secondary Education; Foreign Countries; *Outdoor Education; Professional Training; Program Descriptions; *School Activities
IDENTIFIERS- *New Zealand

This paper describes outdoor learning programs in New Zealand. Among those serving the nation as a whole are the: (1) Cobham Outward Bound School; (2) Outdoor Pursuits Centre, which provides outdoor technical skills training for schools and professional outdoor courses for leaders and teachers; and (3) Spirit of Adventure Trust, which teaches sailing and navigation skills on two tall ships to students from all New Zealand high schools. Two regionally based programs with markedly different clients and foci are the: (1) Northern Wilderness Experience, which has succeeded in balancing outdoor challenge with counseling and family therapy to rehabilitate troubled youth of Maori and Pacific Island descent; and (2) Tihoi Venture School, which provides a demanding 6-month experience for 14- and 15-year-old boys from an expensive private school. Most schools offer Education Outside the Classroom (EOTC) opportunities. Elementary school EOTC activities are usually cross curriculum or integrated activities on the school grounds or at nearby outdoor facilities. Secondary school activities tend to focus on technical outdoor skills, often at school-owned camps or independent outdoor centers. Most New Zealand outdoor educators are white males with highly developed technical skills; few have graduate education qualifications. Introductory training programs are widely available, but opportunities for advanced professional development are limited. The New Zealand Outdoor Instructors Association aims to develop a comprehensive certification scheme for outdoor instructors. The national Ministry of Education oversees safety standards for EOTC programs. (SV)

ED 320 744 RC 017 601

*Childers, Robert D.*

Implementation of the Writing To Read Instructional System in 13 Rural Elementary Schools in Southern West Virginia. 1988-89 Annual Report.

**Appalachia Educational Lab., Charleston, W. Va.**
SPONS. AGENCY- Appalachian Regional Commission, Harrisburg, PA.
PUB DATE- 28 Aug 89
NOTE- 78p.
CONTRACT- 88-128-CO-9970B-88-I-302-0902
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Experimental Programs; Instructional Effectiveness; Instructional Innovation; Primary Education; Program Effectiveness; *Reading Instruction; *Reading Writing Relationship; *Rural Education; Rural Schools; School Surveys; *Writing Instruction
IDENTIFIERS- Appalachian Regional Commission DC; IBM Corporation; West Virginia; *Writing to Read Program

This report evaluates the Writing to Read (WTR) program instituted in 1988 in 13 West Virginia elementary schools as the result of a partnership between the IBM Corporation and the federal Appalachian Regional Commission. The WTR labs, also installed in 42 Kentucky and Virginia schools, use a computer-based instructional system to develop the writing and reading skills of kindergarten and first-grade students. Under the program, students and teacher spend 1 hour each day in the lab, organized around five learning stations where students are taught how to write anything they can say and to read anything they can write. The West Virginia labs were placed in rural areas that were economically distressed and that had declining populations. More than 50 administrators, teachers, and aides from 5 school districts attended a 3-day training session. They also were given access to training materials and inservice activities throughout the school year. WTR students' writing and spelling test results were compared with those of students who did not participate. In all sites, the WTR students did significantly better than their counterparts. T-tests were used to verify the results. Similarly, a survey of teachers rates the program as positive. The report concludes that successful implementation of the WTR system requires ongoing inservice training and that the WTR labs had a positive impact on students, teachers, administrators, and parents. The report recommends that the program be improved, monitored, and expanded to include other West Virginia schools. (TES)

ED 320 773 SE 051 514

*Rice, Diana C.; Gabel, Dorothy L.*
Cooperative Learning in a College Science Course for Preservice
Elementary Teachers.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *College Science; *Cooperative Learning; Elementary School Teachers; Higher Education; *Laboratory Experiments; Methods Courses; *Preservice Teacher Education; Science Instruction; *Science Teachers; Teaching Methods; *Teaching Skills

This study explored the impact of cooperative learning in a college level laboratory science course by comparing classes taught by a conventional lab-lecture technique. Students in a basic science skills course for preservice elementary teachers participated over a 14-week period. Instruments used were the Science Attitude Survey, Test of Logical Thinking, Learning Preference Scale, an observational instrument, and a student perception of treatment instrument. In addition, a comprehnsive examination and two lab practicals measuring the development of lab skills were used. No significant main effects of treatment or interactions between treatment and reasoning ability, learning preference, or science comfort level were found. The subtlety of differences in treatment could account for the failure to find significant differences. Some explanations on the results and implications for teaching were discussed. (YP)

ED 320 804 SO 020 889

Church State Separation in Crisis: A Report from the States.
**Americans United for the Separation of Church and State, Silver Spring, MD.**

PUB DATE- 25 Sep 89
NOTE- 14p.
AVAILABLE FROM- Americans United for Separation of Church and State, 8120 Fenton Street, Silver Spring, MD 20910.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; Constitutional Law; Higher Education; *Intellectual Freedom; Political Issues; *Public Opinion; Public Schools; Religious Conflict; Religious Cultural Groups; *Religious Differences; Secondary Education; *State Church Separation

Support for the traditional principle of separation of church and state has eroded in recent years. Although a majority of citizens say they support church-state separation, opinion polls find they have difficulty with the issue. The report presents a summary of such church-state conflicts in 38 states. The conflicts are categorized as follows: (1) public funding of religious organizations; (2) religion in the public schools; (3) state endorsement of religion; and (4) threats to the free exercise of religion. The report, in a state-by-state breakdown for the period from September 1988 through August 1989, found the following number of incidents in the categories mentioned: (1) public funding of religious organizations: 40 incidents in 21 states; (2) religion in public schools: 30 incidents in 21 states; (3) state endorsement of religion: 25 incidents in 17 states; and (4) threats to free exercise of religion: 23 incidents in 19 states. (NL)

ED 320 837 SO 020 964

*Hodge, R. Lewis*
Middle School Citizenship Education: A Study of Civic Values via R. Freeman Butts' Decalogue.
PUB DATE- 90
NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Educational Research; Junior High Schools; *Middle Schools; Social Studies; Teaching Styles; *Values Education
IDENTIFIERS- *Butts (R Freeman)

Citizenship education is one of the most common curriculum elements in the nation, thus clarifying the nature of citizenship education would partially qualify a common purpose in public schools. A supposition of this research is that public schools are the best way to advance democracy in a pluralistic United States. R. Freeman Butts, an advocated for strengthening the teaching of democracy, offers 10 civic values as the common core of U.S. citizenship: justice; freedom; equality; diversity; authority; privacy; due process; participation; personal obligation for the public good (loyalty, patriotism, discipline, and duty); and international human rights. In this study conducted in a metropolitan area middle school two teachers were observed. The sixth grade social studies teacher used a direct approach, while the eighth grade American History teacher used a more interactive style. The data were collected during classroom observations and through analyses of the textbooks. The unit of measurement was the appearance of one of Butts' 10 civic values expressed in a statement or an action. The study found that all 10 civic values were used by both teachers during classroom presentation or discussion, but not all the civic values were demonstrated. The study concluded that citizenship education was taking place; however, using Butts' decalogue to study citizenship education is limited. The study supports the desirability and feasibility of studying citizenship education. (NL)

ED 320 915 TM 014 894

*Flores, Penelope V.*

How Dick and Jane Perform Differently in Geometry: Test Results on Reasoning, Visualization, Transformation, Applications, and Coordinates.

PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; *Geometry; High Schools; *High School Students; Item Bias; Mathematical Applications; Mathematics Curriculum; *Mathematics Tests; *Performance; Secondary School Mathematics; *Sex Differences; Standardized Tests; *Test Results; Thinking Skills; Visualization
IDENTIFIERS- University of Chicago Math Project

The effects of an experimental geometry course on gender differences in standardized test performance were studied. The experimental approach involved: (1) reading new concepts and materials followed by class discussion; (2) relating applications to real-life situations; and (3) conducting a spiraling review of concepts throughout the year. Subjects were 810 students (49% were males, and 51% were females) in grades 9 through 12. Matched pairs, which each included one class using the University of Chicago Math Project textbook, "Geometry," and one class using a traditional textbook, were compared in terms of students' performance on a standardized test. The experimental classes reduced the gender gap by improving girls' test scores. On a content-specific test, girls in the experimental classes significantly reversed the trend of boys' dominance on applications and coordinates. Girls remained on a par with boys on items of visualization in three dimensions and on transformations. On the open-ended proof writing test, girls in the experimental classes performed as well as did boys. In traditional classes, a negligible gap remained, favoring boys. Four tables provide study data, and 10 graphs illustrate the trends. Sample test items are included. (SLD)

ED 320 758 SE 051 441

*Howe, Robert W.; Warren, Charles R.*
Recent Developments in College Science Programs and Courses. ERIC/SMEAC Science Education Digest No. 4.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-4
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Curriculum; *College Science; Course Content; *Educational Improvement; *Educational Trends; *Engineering Education; Higher Education; Program Descriptions; *Science Curriculum; Science Education; Two Year Colleges; Universities
IDENTIFIERS- ERIC Digests

Due to data released in several reports in recent years, concern has been growing regarding the status of undergraduate science in two-year colleges, four-year colleges, and universities. Recommendations of reports on this topic are summarized. Types of programs and activities that have been developed with precollege schools and students; current developments in college science programs, courses, and materials for science and engineering majors; and current developments in college science programs, courses, and materials for non-science majors are discussed. Listed are the addresses of seven sources of information on developments in science and engineering at the postsecondary level. Twelve selected references are presented. (CW)

ED 320 853 SP 032 016

*Wilson, Suzanne M.*
The Secret Garden of Teacher Education. Craft Paper 89-2.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 16p.
AVAILABLE FROM- National Center for Resarch on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University,

East Lansing MI 48824-1034 ($4.30).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; Higher Education; *Learning Processes; Preservice Teacher Education; *Teacher Education Curriculum; Teacher Educators; *Teaching Methods

In response to a recent wave of reports by Goodlad and his colleagues on their study of teacher educators, this study suggests that there are research questions to be asked of teacher education that go beyond the programmatic level. Using one teacher's teaching as an example, the document explores some of the aspects of this teacher's students' knowledge and beliefs about teaching that make educating educators difficult work. (Author/JD)

ED 320 929 TM 015 148

*Ferrell, Barbara G.*
Exstatix: Expandable Statistical Analysis System for the Macintosh. A Software Review.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Computer Software Evaluation; *Educational Research; Graphs; Microcomputers; Regression (Statistics); Research Reports; *Research Tools; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *Exstatix

The Exstatix statistical analysis software package by K. C. Killion for use with Macintosh computers is evaluated. In evaluating the package, the framework developed by C. J. Ansorge et al. (1986) was used. This framework encompasses features such as transportability of files, compatibility of files with other Macintosh software, and ability to merge results with word processing and desk top publishing applications. The review is from the perspective of the educational researcher who wishes to use the package for uncomplicated, quick-and-dirty analysis of relatively small univariate data sets and export the output to reports. Specific features covered in the evaluation include documentation, ease of use, running programs, program output, accuracy, and other features. Strengths of Exstatix are discussed in the areas of statistical decision making, assumption testing, and regression analysis. Weaknesses of the packages include problems with importing and exporting functions, report generation, analysis of variance applications, and add-ons. Sample output of tables and graphs are provided. (TJH)

Eastern Stream Center on Resources and Training: Final Performance Report.
**New York State Education Dept., Albany.; State Univ. of New York, Oneonta. Coll. at Oneonta.**
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- May 89
NOTE- 270p.; Appendixes B-E contain small, faint type.
CONTRACT- SM88001701
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Migrant Education; *Migrant Programs; Migrants; School Districts; State Departments of Education; *Technical Assistance
IDENTIFIERS- *Eastern Stream Center on Resources Training NY

The Eastern Stream Center on Resources and Training (ESCORT) was established in May, 1988 as one of three Program Development Centers funded to (1) provide technical assistance and training upon request to state (SEA) and local (LEA) education agencies, parent advisory committees, and other migrant projects and agencies of 21 states, Puerto Rico, and the District of Columbia located in the Eastern Stream; and (2) establish coordination activities with the National Association of State Directors of Migrant Education (NASDME), between and among state and local migrant education programs and projects, the Migrant Student Records Transfer System (MSRTS), the Office of Migrant Education, and other federal programs to strengthen the capacity of SEAs and LEAs to meet the needs of the migrant population. During the first project year, ESCORT was responsible for the completion of 6 major tasks: (1) Update Baseline Management Plan; (2) Negotiate SEA Letters of Agreement; (3) Implement Inter- and Intra-State Coordination and Awareness Activities; (4) Provide Training and Technical Assistance Services to SEAs and LEAs; (5) Establish and Utilize a Communication Network; and (6) Establish and Utilize Technical Assistance (Consultant) Pool. This performance report evaluates ESCORT services by describing and summarizing all proposed and required activities conducted from May 10, 1988 through May 9, 1989. In its first year of operation, ESCORT conducted 153

workshops, impacted 392 LEAs, conducted 67 on-site SEA visitations, and reached more than 5,300 participants to meet and exceed its primary objective. Appendices include copies of contracts, workshop agendas, SEA letters of agreement, awareness brochures, calendar of workshops and events, lists of technical assistants and consultants. (ALL)

ED 320 789 SO 020 655

*Hanna, Jack C.*
Who Controls the Video?
PUB DATE- Sep 89
NOTE- 18p.; Paper presented at the Conference on Development of Democracy after World War II in Germany and the United States (North Rhine-Westphalia, West Germany, September 24-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Critical Viewing; Democracy; Mass Media; Mass Media Effects; *Mass Media Role; *Mass Media Use; News Media; Political Campaigns; Political Science; *Popular Culture; *Television; *Television Viewing
IDENTIFIERS- Deregulation; Fairness Doctrine; Federal Communications Commission; *Television Criticism; Television History

Television plays a monumentally large role in U.S. society; no one is immune from its effects. The government does not control television, but it is not far from the truth to say that television controls the political life of this country. This paper analyzes the democratic objectives and effects of television in the United States. A brief history of government regulation of television, including the fairness doctrine and the deregulation of the 1980s, is given. Positive and negative effects arise from deregulation. With television dominating U.S. democratic politics, the image of the candidate matters more than the substantive position on the issues; commercials can and do win elections; and Ronald Reagan and his advisers were able manipulators of the medium. Television holds vast potential in a democratic society, yet reforms must be undertaken and citizens must be educated to view television with the understanding of what it is doing to them. A 19-item bibliography concludes this paper. (DB)

ED 320 820 SO 020 930

*Dale, Lawrence R.; Talbert, Lonnie*
DEEP and Improved Economic Literacy: The Arkansas Model.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Economics; *Economics Education; Educational Administration; Educational Research; Educational Trends; Elementary Secondary Education; Instructional Materials; *State Programs; Surveys; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Arkansas; *Developmental Economic Education Program

The Developmental Economic Education Program (DEEP) has a goal of integrating the study of economics into the kindergarten through grade 12 curriculum. A large number of the school districts in Arkansas are DEEP school districts. This paper discusses the DEEP state network in Arkansas, and evaluates the effectiveness of the teacher educational program at Arkansas State University. The unique features of the State of Arkansas, the recruitment of school districts for the program, training in the DEEP process, and the role of the Arkansas State Council on Economic Education are discussed. Statistical data based on a survey of teachers who participated in summer workshops on economics education are analyzed. The report concludes that the money spent on economics education has been effective in raising the level of economic literacy among teachers. A list of references and several tables of statistical data are included. (DB)

ED 320 869 SP 032 385

*Stinson, William J., Ed.*
Moving and Learning for the Young Child. Presentations from the Early Childhood Conference "Forging the Linkage between Moving and Learning for Preschool Children" (Washington, D.C., December 1-4, 1988).
**American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.**
SPONS. AGENCY- American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.; Council on Physical Education for Children.
REPORT NO.- ISBN-0-88314-449-2
PUB DATE- Dec 88
NOTE- 270p.
AVAILABLE FROM- COPEC/NASPE, American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Development; Dance; Early Childhood Education; *Health Promotion; Integrated Curriculum; *Movement Education; *Physical Education; *Physical Fitness; Play; Student Centered Curriculum

These papers focus on four themes: (1) young children: active learners; (2) physical education: the forgotten aspect of early childhood education; (3) dance: bringing movement as art into the early childhood curriculum; and (4) the child as an energetic, moving learner. Common threads of emphasis were woven through the content of the presentations: movement is learning for all children; movement is both an end in itself and a means to an end; the child is central to the learning process; movement and learning are for all children; and education for young children is an integrated curriculum. (JD)

ED 320 885                                SP 032 439

*Boe, Erling E.*
Teacher Incentive Research with SASS.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Databases; Elementary Secondary Education; *Incentives; *Merit Pay; Policy Formation; *Private Schools; *Public Schools; Statistical Data; Surveys; *Teacher Attitudes; *Teacher Behavior; Teacher Motivation
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Following a brief discussion on the concept of teacher incentives, several types of teacher incentive research are described in relation to the Schools and Staffing Survey (SASS) of the National Center for Education Statistics. Original national data from SASS relating to teacher incentive pay programs are reported. The three types of studies of teacher incentives that can be investigated using SASS are discussed: (1) the study of incentive effects on teachers' behavior; (2) the study of pay incentive programs for teachers; and (3) the study of teacher attitudes toward these pay incentive programs. Tables display SASS data on: teacher recipients of pay incentives (public and private sectors); public school teacher favorability ratings of pay incentives; and private school teacher favorability ratings of pay incentives. The description of SASS and the preliminary findings on pay incentives for teachers indicate that this data base is a major resource for studying teacher incentive phenomena of particular importance to education policy makers and administrators. (JD)

ED 320 900 SP 032 460

*Robinson, Karen; And Others*
Too Much of a Good Thing: Replacing Field Assignments with Clinical Experiences--Four Models.
PUB DATE- 22 Feb 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990). Charts are marginally legible because of broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Classroom Observation Techniques; *Clinical Supervision (of Teachers); Higher Education; Interaction Process Analysis; Preservice Teacher Education; Role Models; *Simulation; *Team Teaching

The premise of this presentation is that clinical experiences are superior to many traditional kinds of field placements. Four types of clinical experiences are described: participant observation in special education classrooms; a team planned cooperative teaching experience; participation in the activities of a college reading clinic; and participation in simulations. Each represents one of four roles of the teacher: teacher as researcher; as colleague; as nurturer; and as professional leader. It is noted that field experiences provide students with survival skills, but clinical experiences serve as models for change and provide forays into future practices. (JD)

ED 320 944                                TM 015 207

*Cramer, Stephen E.*
Some Practical Solutions to Standard-Setting Problems: The Georgia Teacher Certification Test Experience.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Cutting Scores; Data Collection; Elementary Secondary Education; Evaluators; *Licensing Examinations (Professions); *Scoring; *State Programs; Statistical Analysis; *Teacher Certification; *Testing Problems; Testing Programs
IDENTIFIERS- Angoff Methods; *Georgia Teacher Certification Testing Program; *Standard Setting

A standard-setting procedure was developed for the Georgia Teacher Certification Testing Program as tests in 30 teaching fields were revised. A list of important characteristics of a standard-setting procedure was derived, drawing on the work of R. A. Berk (1986). The best method was found to be a highly formalized judgmental, empirical Angoff procedure with iterations, in which content area specialists in each field would be provided, after each round of ratings, with field test results and an estimate of the effects of ratings. The data collection process used a computer-based data entry form, and each judge entered ratings onto an electronic form. At the conclusion of a round, the forms (spreadsheets) were merged with a master form that automatically calculated means and ranges of ratings and a passing score, and the computer created an output dataset to estimate passing rates and ratings for the panel. The method has been used to collect over 50,000 ratings from about 100 judges with no loss of data. In operation, the method was practical and could be administered to 20 judges by 2 staff members in a 2-day period. The method was sensitive to examinee performance data and appeared statistically sound. The method was approved by the State Board of Education, the Technical Advisory Committee, and the State Teacher Certification Testing Advisory Committee. Two tables and three figures supplement the text. (SLD)

ED 320 958                                TM 015 265

*Fein, Susan; Solomon, Alan*

The Relationship between Student Reading Achievement as Measured by Standardized Test Scores and Reading Attitudes as Measured by Students' and Teachers' Responses to Selected National Assessment of Educational Progress Attitudinal Items.

PUB DATE- Apr 90

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; Comparative Analysis; *Elementary School Students; Elementary School Teachers; Grade 5; Intermediate Grades; *Reading Achievement; Reading Tests; *Self Evaluation (Individuals); Standardized Tests; *Student Attitudes; Teacher Attitudes; *Teacher Expectations of Students

IDENTIFIERS- Iowa Tests of Basic Skills; *National Assessment of Educational Progress

A set of 10 attitudinal items from the 1985 National Assessment of Educational Progress (NAEP) was administered to 131 fifth graders who had taken the Iowa Test of Basic Skills to determine the relationship between reading achievement and attitudes. Complete, appropriate data were available for 114 students. Teachers' responses to selected NAEP attitude items were also obtained. The Kruskal-Wallis analysis of variance by ranks procedure was used to determine relations among students' opinions of their reading ability, teachers' opinions of the students' reading ability, and standardized test performance. The sign test was used to compare teachers' and students' opinions of students' reading skill levels. Results indicate that: (1) teachers' opinions were consistent with students' standardized test scores; (2) teachers labelled twice the number of students as good readers as did students themselves; and (3) the standardized test and the classroom teacher may focus on different reading skills in order to assess student performance. Nine data tables are included. (TJH)

ED 320 971 UD 027 378

*Davis, Alan; Greenfield, Teresa*
The Use of Computers in Chapter 1 Instruction in Wyoming. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- 30 Jun 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Case Studies; Compensatory Education; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Uses in Education; Elementary Secondary Education; *Microcomputers; Program Evaluation; Questionnaires; State Surveys
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Wyoming

This study describes the uses of microcomputers in compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act in Wyoming, and examines the relationship between computer use and student achievement gains. Information was obtained from 42 school districts through a combination of telephone interviews, written questionnaires, and on-site visits. The following summary findings are reported: (1) districts are making active use of computers in Chapter 1 programs; (2) there is little evidence to support large-scale investment in computer-intensive approaches over other Chapter 1 approaches; (3) Chapter 1 teachers would benefit from training in software availability and use; (4) additional computers could be put to effective use in many projects that currently have one computer per class; and (5) the administrative use of computers could be greatly improved. Four case studies describe computer-managed instruction, the use of computers as a supplementary resource, computer assisted instruction (CAI), and the use of computers to drill and practice mathematics. Statistical data are included on three tables and six graphs. An eight-item bibliography, a discussion of the data collection and response, and copies of the telephone interview guide and the survey questionnaire are appended. (FMW)

ED 320 984 UD 027 501

Asian Americans at Berkeley. A Report to the Chancellor.
California Univ., Berkeley.
PUB DATE- May 89
NOTE- 327p.; Prepared by the Advisory Committee on Asian American Affairs.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Affirmative Action; *Asian Americans; *College Faculty; *College Students; Educational Environment; *Employment Opportunities; Faculty Promotion; Faculty Recruitment; Higher Education; Library Personnel; Minority Group Children; *School Community Relationship; *Student Attitudes; Student Recruitment
IDENTIFIERS- *University of California Berkeley

An advisory committee appointed in fall, 1987 was charged with carrying out an indepth study of Asian Americans on the campus of the University of California at Berkeley. Questions addressed concerned student educational experiences, faculty recruitment and advancement, and staff employment opportunities as well as questions about campus-Asian American community relations, which necessitated examining all issues in a broader context. This report contains eight chapters, of which the first three are, respectively, a statement by the co-chairs of the committee, a preface, and an executive summary. The next four chapters take up the four substantive questions of the study in turn, and the last chapter contains brief closing remarks. The following items are appended: (1) transcripts of student hearings in which the students' opinions about the Asian American experience at Berkeley are discussed; (2) a sample of a faculty questionnaire on the status of Asian American faculty at Berkeley; (3) a list of the staff job group and occupational categories used to determine distribution of Asian American staff members; (4) an Asian Staff Survey on the status and treatment of Asian American staff members and a tabulation of the survey results; (5) an Administrative and Professional Staff Survey, the purpose of which was to obtain a profile of administrative and professional staff, examine the elements of job satisfaction, and gather information regarding employee interest in professional development programs and networks, and results of this survey; (6) an Asian Pacific/American Systemwide Alliance committee members letter concerning staff, faculty, and student issues; and (7) a transcript of the public forum conducted by the advisory committee and written statements from community organizations and concerned individuals. (JS)

ED 320 705 PS 018 900

*Smith, Sheila; And Others*
One Program, Two Generations: A Report of the Forum on Children and the Family Support Act (November 9-10, 1989).
**Columbia Univ., New York, NY. National Center for Children in Poverty.; Foundation for Child Development, New York, N.Y.**
PUB DATE- 90
NOTE- 58p.
AVAILABLE FROM- Foundation for Child Development, 345 East 46th Street, Room 700, New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Children; *Day Care; Early Childhood Education; *Employed Parents; Fathers; Federal Government; Federal Legislation; Government Role; *Health Insurance; Mothers; *Parent Role; *Program Implementation; Research Methodology; Research Needs; Welfare Services
IDENTIFIERS- *Family Support Act 1988; Medicaid; *Program Monitoring

This monograph reports the key findings of the Foundation for Child Development's 1989 Forum on Children and the Family Support Act, a forum convened to examine the potential effects of the Family Support Act (FSA) on children. The following topics were addressed: (1) population and characteristics of children who will be affected by the FSA; (2) effects of mothers' transition to work on parenting and family functioning; (3) care arrangements for children and their implications for child development; (4) transitional and longer-term health care coverage for children; and (5) economic and parenting roles of fathers. Participants were an interdisciplinary group of researchers, public officials, program administrators, and representatives of foundations and national organizations. Analysis identified major lessons from available research that should guide both the implementation of state and local FSA programs and the development of related program and policy initiatives. It also specified important questions that should be answered in future efforts to monitor programs and study their effects on children and families. Supplemented by relevant research, Part I presents the key findings related to program planning and implementation. Part II outlines program monitoring and research questions and the types of studies needed for adequate understanding of the effects of the Act. A synopsis of the Family Support Act is appended. (RH)

ED 320 774 SE 051 515

*Karp, Karen Silliman*
Manipulative Materials in the Primary Level Mathematics Lesson: Are There Viable Alternatives?

PUB DATE- 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Mathematics; *Grade 1; *Manipulative Materials; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Primary Education; Teaching Methods

The reality of classroom practices raises a question worth investigation: Are there programs that do not rely on the use of manipulatives that might provide successful mathematics instruction? This paper investigated achievement differences between students in three mathematics programs ranging from a strict manipulative focus to an abstract, non-manipulative approach. The programs incorporated were Explorations by Addison Wesley (the most manipulative in focus), Silver Burdett's Mathematics (a traditional program with several manipulatives suggested), and Comprehensive School Mathematics Program (CSMP, a non-traditional program with a emphasis on non-verbal languages). Pre-testing was in October; post-testing was in spring. Data from teacher questionnaires and formal interviews were collected. The results of the Analysis of Covariance (ANCOVA) revealed that the CSMP was significantly more effective than others. The CSMP was able to hold students at their previous performance level or move them to a higher level. There was no correlation between students' mathematics achievement and teacher experience. Teachers involved with the Explorations program detailed difficulties in classroom management, extensive amounts of time spent making materials and the necessity for longer mathematics sessions. (YP)

ED 320 805 SO 020 894

Educational Development in Thailand: The Role of World Bank Lending. A World Bank Operations Evaluation Study.

**World Bank, Washington, D. C.**

REPORT NO.- ISBN-0-8213-1229-4
PUB DATE- 89
NOTE- 62p.
AVAILABLE FROM- Publications Sales Unit, Dept. F, World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; *Developing Nations; *Educational Development; Educational Economics; *Educational Finance; *Educational Needs; *Educational Planning; *International Programs; Research and Development; Research Projects; Technical Assistance
IDENTIFIERS- *Thailand

The World Bank's Operation Evaluation Department (OED) evaluates educational development in Thailand and assesses the cumulative impact of the Bank's projects on development in that country. From 1966 to date, the Bank supported six education projects with an estimated cost of a half billion dollars. The report covers: (1) economic and educational planning, from 1961-86; (2) a description of each project; and (3) an evaluation of the impact of the Bank's lending program. Appendices include background data, details of lending projects, and a list of 22 references. (NL)

ED 320 854 SP 032 017

*Floden, Robert E.; And Others*
What Are They Trying To Do? Perspectives on Teacher Educators' Purposes. Research Report 89-6.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 27p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48814-1034 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; *Course Evaluation; *Course Objectives; Higher Education; Interviews; *Methods Courses; Preservice Teacher Education; Research Methodology; Teacher Attitudes; *Teacher Educators

Teacher educators from the preservice programs in the Teacher Education and Learning to Teach Study were interviewed about the purposes of their methods courses, using an interview schedule constructed around individual course syllabi. The respondents seem to have complex, hazy, and perhaps unconscious purposes for these courses. Many of the courses include many diverse activities that go beyond the purpose teacher educators described in the interviews. Subject matter figures prominently in these purposes, but little attention is given to these subject matters as active fields of inquiry. The interview generated informative responses about specific purposes for course content but was not successful in providing information about the prior influences on those purposes. (Author)

ED 320 997 UD 027 534

*Kiang, Peter Nien-Chu*
Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts. MABE Monograph #1.
**Massachusetts Association for Bilingual Education, Jamaica Plain.**
PUB DATE- 90
NOTE- 23p.
AVAILABLE FROM- MABE Monographs, 10 Myrtle Street, Jamaica Plain, MA 02130 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Students; Case Studies; Community Role; Compensatory Education; Educational Change; *Educational Quality; Elementary Secondary Education; Equal Education; *Hispanic Americans; Immigrants; Minority Group Children; Parent Grievances; *Parent Influence; Parent Participation; Urban Demography
IDENTIFIERS- *Massachusetts (Lowell)

This case study of the battle over public school education in Lowell (Massachusetts) chronicles the process of change taking place there, partly as a result of the emerging role of Southeast Asian parents who, in coalition with Latino parents, are demanding educational access and equity for their children. The following sections are included: (1) "Introduction"; (2) "A Brief History of Lowell"; (3) "Demographic Change and New Waves of Immigrants"; (4) "Access and Equity in the Schools"; (5) "Parents Organizing"; (6) "English-Only Exclusion and Violence"; (7) "Political Representation and Political Power"; (8) "Education and Empowerment"; and (9) "Schools, Southeast Asians, and the Future of Lowell." The case study illustrates how community organizing and coalition building around a specific issue have led to the demand for political representation and empowerment as the means to deal with the challenge of the changing demographics facing the city. A lesson that can be learned from the experiences of the people of Lowell concerns the role played by parents in securing educational equity for their children; this monograph presents a clear account of parents of bilingual students functioning collectively as part of the solution to the educational difficulties faced by their children. A list of 22 references is included. (JS)

ED 320 838 SO 020 965

*Sutton, Eve*

Peace Education Needs You: Finding Your Niche as a Peace Educator.

PUB DATE- 90
NOTE- 12p.; Paper presented the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Class Activities; Cultural Pluralism; Disarmament; Elementary Secondary Education; Nuclear Warfare; *Peace; *Teacher Education; Teaching Methods; *War
IDENTIFIERS- *Peace Education

Educators have a responsibility to promote peace. The goals of peace education include disarmament, the prevention of war, progress toward cultural pluralism, and the development of inner peace. Concerns about peace should not be limited to the idealism of children, but must extend to the educator, a person who holds great potential to influence the lives of young people by example. Ways of bringing peace to the classroom are suggested. A list of resources concludes the document. (DB)

*Farias, Richard R., Comp.*
Association for the Advancement of Mexican Americans (AAMA) Press Conference on the Houston Independent School District (HISD). Press Materials.
**Association for the Advancement of Mexican Americans, Houston, TX.**

PUB DATE- 21 Nov 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Change Strategies; *Dropout Prevention; Dropouts; *Educational Opportunities; *Ethnic Groups; High Risk Students; High Schools; *Hispanic Americans; School Administration; Statistical Data
IDENTIFIERS- *Houston Independent School District TX; Stanford Achievement Tests; Texas

This press package provides data about the operations of the Houston Independent School District (HISD). The information is presented to compare test results among schools that are predominately Black, White, and Hispanic. The test results are broken down into three subject areas: reading, math, and writing. Other figures offer information on average SAT test scores, teacher-student ratios, teacher and student ethnicity, and Texas dropout rates, with a more detailed ethnic breakdown for Harris County dropouts. The statistical information is offered to support accompanying recommendations by the Association for the Advancement of Mexican Americans (AAMA). The recommendations urge HISD administrators to explore ways to work with youth who have dropped out of the public school system and to address the needs of high-risk students still attending school. AAMA also calls for changes allowing teachers, parents, and community members to take a more active role in HISD operations. The group seeks stronger bilingual and college preparation programs for Hispanic students and an increase in the number of Hispanic teachers. The organization also recommends breaking the HISD into smaller districts. The document includes a brief address by AAMA executive director Richard R. Farias, and his biographical sketch. (TES)

ED 320 745 RC 017 602

*Weber, Bruce A.*
Oregon School Funding: Assessing the Options. Extension Circular 1329.
**Oregon State Univ., Corvallis. Cooperative Extension Service.**
PUB DATE- Mar 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Support; *Property Taxes; School Support; *School Taxes; *State Aid
IDENTIFIERS- *Oregon

This publication describes Oregon's current school funding system, and provides some criteria for evaluating alternatives that address issues of equity, balance, and stability. Oregon's school funding system depends primarily on local property taxes (57%) and a state aid program (22%) funded mainly by an income tax. This system permits a great deal of local citizen control in financial and program matters. However, because of wide differences among districts in wealth (assessed evaluation) and nonproperty tax revenues, higher property taxes do not ensure higher spending for pupils. This system is widely criticized for generating high property taxes and as being unfair to students, unfair to taxpayers, and unstable or inadequate for many districts. Commonly supported goals of school finance reform include: (1) reducing uncertainty or inadequacy in districts with inadequate tax bases; (2) reducing disparities among districts in resources available; (3) reducing disparities among districts in property taxes necessary to support equal expenditures; (4) increasing state support; and (5) reducing property taxes. Achieving the goals of a fairer, more stable school funding system that depends less on property taxes involves three sets of interrelated policy choices: (1) whether to update all school tax bases; (2) whether to change state aid formulas or spending levels; and (3) whether to replace part of the property tax with a new tax or increased income tax. Discussion questions are included. (SV)

ED 320 759 SE 051 446

*Howe, Robert W.; Disinger, John F.*
Teaching Environmental Education Using Out-of-School Settings and Mass Media. ERIC/SMEAC Environmental Education Digest No. 1, 1988.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-9
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006

AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Environmental Education; Field Studies; *Museums; *Nonformal Education; *Organizations (Groups); *Outdoor Education; Postsecondary Education; Science Education; Secondary School Science; *Teaching Methods; Zoos
IDENTIFIERS- ERIC Digests

Research related to environmental education has consistently indicated that many students and young adults attribute a large amount of their knowledge of environmental concepts, problems, and issues to out-of-school (non-formal) educational settings and experiences. Data also indicate that students and young adults attribute much of their attitudes and values to similar experiences. This digest discusses out-of-school settings and experiences related to environmental education; effective strategies for teaching concepts; issue awareness in out-of-school environmental education; and trends in out-of-school environmental education. A list of ten selected references is included. (CW)

ED 320 821 SO 020 931

*Heinink, A. L.; Braaksma, J.*
Basic Education Abroad.
**Netherlands Scientific Council for Government Policy.**
PUB DATE- 87

NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Comparative Education; *Compulsory Education; Core Curriculum; *Educational Policy; Educational Research; Elementary Secondary Education; *Foreign Countries; Government School Relationship; International Studies; National Norms
IDENTIFIERS- *Basic Education; Denmark; East Germany; England; Netherlands; United States; West Germany

This paper discusses the basic education experience in the United States, England, the Federal Republic of Germany (FRG), the German Democratic Republic (GDR), and Denmark. The intent of the study was to inform the Netherlands Government on questions concerning the content, duration, and curricular structure of compulsory education through an examination of compulsory education approaches taken by foreign countries. The data for the project were derived from legislation and federal or state regulations, national surveys, qualification requirements, and official statistical information. Particular attention was paid to differences in the results of compulsory education for students based on gender, ethnic, and socio-economic background. A list of references is included. (DB)

ED 320 901 SP 032 467

*Lenskyj, Helen*
Toward a New Interpretation of Female Values in School and Community Sport.
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Conference of the North American Society for the Sociology of Sport (Washington, DC, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletics; Behavior Patterns; Childrens Games;

*Females; *Feminism; Literature Reviews; Physical Activities; Research Methodology; *Sex Bias; Sex Differences; Social Attitudes; *Socialization

Given the findings that females and males of all ages approach sport from markedly different perspectives, sport sociologists have acknowledged sex differences in sport socialization factors and processes. (Sport is defined in its broadest sense to encompass a range of formal and informal sport, fitness, play, and leisure activities.) It has been implied, and sometimes stated explicitly, that if females were socialized to be more like males (a deficit model), they would be better equipped to avail themselves of the full range of sport options. This paper offers a feminist critique of selected studies, representative of feminist and nonfeminist research, which examine the connected topics of children's sex-specific play patterns and girls' and women's entry into and continued participation in sport. Where there is evidence of the deficit model, alternative interpretations and explanations based on radical feminist analysis are proposed. The critique shows up serious sex biases in research instruments due to the entrenched assumption that competitiveness is a mark of the superior male sport orientation. Even qualitative findings are subject to misinterpretation if the female deficit model is not challenged. (JD)

ED 320 916 TM 014 928

*Barley, Zoe A.; And Others*
The Relationship of Test Anxiety and Performance in Oral Comprehensive Exams.
PUB DATE- 6 Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Correlation; *Graduate Students; Higher Education; Nursing; Nursing Education; *Performance; Performance Factors; *Self Evaluation (Individuals); *Test Anxiety; Testing Problems
IDENTIFIERS- *Comprehensive Examinations; *Oral Examinations;

Repression; Self Report Measures

The relationship between test anxiety and performance on oral comprehensive examinations was studied, with special attention to the repressor phenomenon. Repressors are persons who report low anxiety, but are actually more stressed than are low anxious subjects, as evidenced on measures not relying on self-report. Subjects were 42 female graduate students pursuing a master's degree in nursing. The majority (37 of 42) had participated in a previous study of anxiety classifying them as high anxious, repressors, or truly low anxious. In addition to the anxiety rating from the larger study, four instruments were used: the Test Anxiety Scale, Student Climate, Performance on Oral Comprehensives, and Committee Climate. The correlation of test anxiety with performance on oral comprehensive examinations was not significant. Performance was correlated with student perception of anxiety and negatively correlated to age. The strongest relationship was found between age and performance, with greater age associated with lower performance. Repressors, identified via use of the typology of D. A. Weinberger et al. (1979), reported less test anxiety than either high anxious or truly low anxious subjects. With repressors removed from the data set, the correlation of test anxiety and performance was significant. These findings illustrate the difficulty in using self-reports to identify anxious persons and in assuming that test anxiety does not influence performance. One figure and a 30-item list of references are included. (Author/SLD)

ED 320 930 TM 015 149

*Huberty, Carl J.; And Others*

# The Study of Multivariate Group Contrasts.

PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Comparative Analysis; Computer Software; *Computer Uses in Education; Construct Validity; *Data Analysis; *Groups; *Multivariate Analysis; *Research Methodology; Simulation

IDENTIFIERS- *Contrast Analysis

What a multivariate contrast analysis should entail and how such an analysis should be conducted are discussed. The three questions encompassing a contrast analysis are: (1) whether the contrast effects are generalizable; (2) which variables contribute most to the contrast effects; and (3) what is the construct underlying the contrast effects. Three sets of results are needed for a contrast analysis using computer packages: test statistic and P value; outcome variable ordering; and underlying construct definition. Some helpful statistical package programs are discussed, including: BMDP, SAS, and SPSS-X-DISCRIMINANT. Two real data sets illustrate the use of multivariate contrast analyses. In one of these, a one-factor data set with three levels, group sizes were 35, 81, and 37. The other was a two-factor data set with four outcome variables and 18 observation vectors. Conducting a partial pairwise contrast analysis when the data do not satisfy the equal covariance matrices condition is discussed. Seven data tables are included. (SLD)

ED 320 790 SO 020 737

*Farrell, Joseph P., Ed.; Heyneman, Stephen P., Ed.*
Textbooks in the Developing World: Economic and Educational Choices. EDI Seminar Series.
**World Bank, Washington, DC. Economic Development Inst.**
REPORT NO.- ISBN-0-8213-1219-7
PUB DATE- 89
NOTE- 228p.; Edited selection of background papers presented at a seminar of the Economic Development Institute of the World Bank (Washington, DC, April 9-25, 1986).
AVAILABLE FROM- Publications Sales Unit, The World Bank, 1818 H Street NW, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; *Developing Nations; Economic Development; *Educational Development; *Educational Policy; Educational Research; Foreign Countries; International Education; *International Educational Exchange; *Textbooks; World Affairs

This book is a collection of 16 papers that focus on what has been learned in two decades of developing and implementing large-scale national textbook programs. The seminar was designed to help participants make sound policy decisions about their own national textbook programs and to facilitate discourse among a wider audience of parties working to improve the quality of education in developing nations. Organized into four parts, the part headings include: (1) The Design and Implementation of Textbook Programs: An Overview; (2) Policy Issues in Textbook Program Development; (3) Provision of Textbooks: Developed Systems and Infant Industries; and (4) The Future: Will New Electronic Media Make the Textbook Obsolete? Many figures and tables are included and several of papers contain a list of references or a bibliography. (DB)

ED 320 806 SO 020 896

*Jimenez, Emmanuel; Cox, Donald*
The Relative Effectiveness of Private and Public Schools: Evidence from Two Developing Countries. Living Standards Measurement Study Working Paper No. 60.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1315-0
PUB DATE- 89
NOTE- 53p.
AVAILABLE FROM- Publications Sales Unit, Dept. F, World Bank, 1818 H Street N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Developing Nations; *Educational Economics; Educational Finance; Educational Testing; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; Global Approach; *Institutional Evaluation; *Private Education; *Public Education; Standardized Tests
IDENTIFIERS- *Colombia; *Tanzania
Fiscal constraints have limited education budgets in developing countries. Increases necessary to expand access to highly subsidized and publicly provided education have not been forthcoming. Another concern is that education is being inadequately and inefficiently provided by the public sector. This study is an inquiry into the nature of the achievement differential between public and private schools in Colombia and Tanzania. It questions the extent to which the differential in academic achievement can be attributed to student characteristics rather than school inputs, attempts to estimate the quality differences between the public and private secondary schools in these two countries, as measured by student performance on the achievement tests (ACATESTs). Estimated sample-selection effects suggest that Colombian students sort themselves by type of institution, public or private; but Tanzanian students are selected by a hierarchical mechanism, with the lowest-scoring students entering private institutions. These effects are consistent with the different institutional frameworks for educational choice in these two countries. For each country, however, private schools offer an achievement advantage. By standardizing for differences in student and school attributes, private school students have higher achievement test scores. (Author/NL)

ED 320 839 SO 020 966

*Hill, Miriam Helen*
Individualizing Instruction through Learning Modules.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Philosophy; Educational Research; Elementary Secondary Education; Grading; *Individualized Instruction; Instructional Effectiveness; *Learning Modules; Learning Strategies; Questionnaires; *Student Attitudes; *Teaching Methods; Tests

Learning modules offer the advantage of improved student knowledge through demonstrated competence with the instructional materials. Separate lessons are delivered with quizzes available after each lesson. Multiple quiz forms are necessary. When the students believes he is prepared, the student requests and takes the quiz. A standard level of performance, such as 85%, is required to pass; but, several attempts may be made to attain that level of performance. Final grades are based upon the number of lessons successfully completed. Student reactions to this teaching method used in a physical geography laboratory and in earth science have been positive; however, some mechanism to promote timely completion is needed. A copy of a questionnaire given to students about this method of instruction is included. (Author/DB)

ED 320 870 SP 032 388

*Shephard, Roy J.*
Fitness in Special Populations.
REPORT NO.- ISBN-0-87322-270-9
PUB DATE- 90
NOTE- 328p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Dept. 514, Box 5076, Champaign, IL 61825-5076 ($39.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; Congenital Impairments; *Disabilities; *Exercise Physiology; Health Promotion; Mental Retardation; *Physical Fitness; Rehabilitation; Self Actualization; *Special Education

This book examines fitness research among special populations, including research on fitness assessment, programming, and performance for persons with various forms of physical disabilities. The book covers such topics as diseases that complicate life in a wheelchair, disability classifications, physiological responses to training, positive psychological aspects of sport, and criteria and goals for effective fitness programs as they relate to persons with disabilities. The book includes a comprehensive bibliography for access to recent literature, a glossary for simplifying various medical terms, a summary of key ideas and practical applications at the end of each chapter, and over 1,000 references. (JD)

ED 320 886 SP 032 440

*Miller, Suzanne*
Critical Thinking in Classroom Discussion of Texts: An Ethnographic Perspective.
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Communication; *Critical Thinking; *Discourse Analysis; *Discussion (Teaching Technique); Ethnography; *Interaction Process Analysis; *Learning Strategies; Secondary Education; Teacher Attitudes

An ethnographic approach is taken to describe the development of student critical thinking in the Pittsburgh Discussion Project, focusing primarily on discussion experiences in three classes (one college-bound 9th-grade class and two mainstream 11th-grade classes) over the school year. Weekly discussions were audiotaped, and interviews were conducted with teachers and students. The study was framed by three questions: (1) How does classroom social context affect student thinking and collaboration? (2) How do students collaborate to develop interpretations of texts? and (3) To what extent are critical thinking and collaboration evident in discussion? This paper focuses on how the classroom context for discussion varied from teacher to teacher and how student thinking was fostered or discouraged in each class. In the two classes where students were led to see the text as open to alternative interpretations, student questioning became the major spur for discussion and critical thinking. In the other class, where the teacher considered her interpretations of the text to be authoritative, the students soon learned that their interpretive responses and critical thinking had no place. The findings of the study provide evidence for a view of discussion as a "sociocognitive activity" (J. A. Langer, 1987), meaning that out of the context for using language in social interaction, students learn particular ways of thinking that affect the meanings they produce. (JD)

ED 320 945                                   TM 015 215

*Schmidt, Henk G.; And Others*
Use of Student Ratings for Program Improvement: Examples from a Problem-Based Medical Curriculum.
PUB DATE- Apr 90
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For a related document, see TM 015 216.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Evaluation Utilization; Foreign Countries; Higher Education; Likert Scales; Medical Schools; *Medical Students; Program Evaluation; *Program Improvement; *Rating Scales; *Student Evaluation of Teacher Performance; Test Use
IDENTIFIERS- *Problem Based Medical Curriculum; Quebec

The ways in which a rating scale developed for problem-based medical curricula provides information that is useful in the area of curriculum reform were demonstrated in a study involving 95 first-year medical students at the University of Sherbrooke in Quebec (Canada). The rating scale, based on the theory of problem-based learning of W. H. Gijselaers and H. G. Schmidt (1989), covers educationally important dimensions through 10 subscales, most with Likert items. A new problem-based, community-oriented curriculum was instituted at the university in 1987. After each curriculum unit, the scale was administered to all students. Results were used to evaluate three variables: (1) quality of problems used; (2) adequacy of lectures; and (3) tutor performance. The problem of the absence of absolute standards for what can be considered sufficient performance of a course is circumvented by applying a reliable measurement approach in which each course or teacher is compared to other courses and teachers, and in which the highest score constitutes the norm against which others are judged. Four graphs illustrate the evaluation. (SLD)

ED 320 959 TM 015 266

*Solomon, Alan; Rachild, Bruce*
Elementary Science-Magnet School Student Attitudes toward Science as Measured by Selected National Assessment of Educational Progress Items and Achievement in Science: A Replication and Extension.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary School Science; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; *Magnet Schools; Sex Differences; *Student Attitudes
IDENTIFIERS- National Assessment of Educational Progress; Research Replication

Attitudes toward science of magnet school students were compared with those of their counterparts in two regular schools. This study attempted to replicate the findings of a 1988 study by A. Solomon and J. Wroblewski involving the same magnet school, the John Moffett Neighborhood Elementary Science Magnet School located in North Philadelphia (Pennsylvania). (That study found that magnet school students expressed more favorable attitudes toward science than their comparison school counterparts, and that these attitudes continued through gender, ethnicity, and grade level). In the later study, participants consisted of: 124 fourth- and fifth-graders attending the John Moffett Neighborhood Elementary Science Magnet School; 85 fourth- and fifth-graders from the regular school that participated in the earlier study; and 169 fourth- and fifth-graders from a regular school that was not involved in the earlier study. The same set of attitudinal items that was used in the previous investigation was used in this study, as well as results from the school district's citywide testing program. Investigations focused on general attitudes toward science, gender, and grade level. Results indicate that: (1) magnet school students were no more likely to select science as their first or second favorite subject than were their counterparts in the regular elementary schools; (2) grade, overall, was not a significant factor but it did emerge as significant in the magnet school and one of the comparison schools; (3) gender was not significant in the analysis reported here; and (4) differences in achievement were slight in each of the comparisons. Designation of the school as a magnet school did have some bearing on desegregation. In general, findings of the study conflicted with those of the 1988 study. No firm judgment about the effects of magnet schools on attitudes or achievement could be made. (TJH)

ED 320 972 UD 027 408

*Miranda, Leticia; Quiroz, Julia Teresa*
The Decade of the Hispanic: An Economic Retrospective.
**National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Demography; Disadvantaged Youth; *Economic Factors; *Economic Progress; Educational Attainment; *Educationally Disadvantaged; Equal Opportunities (Jobs); Family Financial Resources; Females; *Hispanic Americans; Income; Low Income Groups; Males; *Poverty; *Public Policy

The report identifies and describes trends characterizing Hispanics' economic situation in the 1980s. It also analyzes the most significant contributions to these trends, and their public policy implications. The following trends are discussed: (1) stagnating income levels and continued high poverty; (2) high proportions of impoverished children; (3) no improvement for woman-maintained households; (4) deepening hardship among married couple families; (5) widening income disparity between Hispanics and other ethnic groups; (6) still significant, still unequal benefits from education; and (7) a decrease in men's earnings with an increase in women's earnings. The following factors contributing to these trends are examined: (1) concentration in low-wage, unstable jobs; (2) undereducation; (3) demographic characteristics such as a relatively younger median age and an increase in female-headed households; (4) increased immigration; (5) cut-backs in Federal programs; and (6) employment discrimination. The basic conclusion of this report is that, by any standard, Hispanics lost ground economically during the 1980s. The most troubling trend identified is the declining position of working, married couple Hispanic families, because this shows that even those who are committed to hard work and family values can be afflicted by poverty. The following policy interventions are suggested: (1) increasing the value of work; (2) improving educational opportunities; (3) enhancing employment opportunities; and (4) reducing employment discrimination. Twenty-seven figures, 16 references, and 13 tables are included. (JS)

ED 320 706 PS 018 902

Work and Family Patterns of American Women. The Family Life Cycle: 1985; and Maternity Leave Arrangements: 1961-85. Current Population Reports.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Mar 90
NOTE- 66p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 803-005-10018-9, $3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; *Demography; Divorce; *Economic Factors; *Employed Women; Fringe Benefits; Labor Force; *Leaves of Absence; Marriage; Pregnancy; Remarriage; Social Change; *Social Influences; *Sociocultural Patterns
IDENTIFIERS- *Maternity Benefits

The two papers in this report focus on some of the social, demographic, and economic consequences of the increasing entry of women into the workforce. Arthur Norton and Louisa Miller in "The Family Life Cycle: 1985" show trends in the frequency and timing of marriage, divorce, remarriage, and fertility across several generations of women. Martin O'Connell in "Maternity Leave Arrangements: 1961-85" presents research on factors associated with childbearing and labor force participation. Data from Norton and Miller's study show that younger cohorts of women had a tendency to marry later, begin childbearing later, and have fewer children. They also divorced more often and did so at a younger age than women in older cohorts. Despite within-cohort differences, members of the same birth cohort showed an overriding commonality with respect to basic patterns of life cycle change. O'Connell's study found that women most likely to work during their first pregnancy were relatively older, white, and at least high school graduates. Among women who did work during pregnancy, teenagers, black women, and high school dropouts were most likely to return to work within 6 months of their child's birth. Between the 1961-65 and 1976-80 periods, women most often quit their jobs during pregnancy; by 1981-85, almost one-half of all women received maternity benefits while only 28 percent reported quitting their jobs. (RH)

ED 320 719 RC 017 563

*Miller, Bruce A.*
The Multigrade Classroom: A Resource Handbook for Small, Rural Schools.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 279p.
CONTRACT- 400-86-0006
AVAILABLE FROM- Brookline Books, P.O. Box 1046, Cambridge, MA 02238 ($18.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Class Organization; *Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Grouping (Instructional Purposes); *Multigraded Classes; Open Education; Peer Teaching; *Rural Schools; Self Directed Groups; *Small Schools; Teacher Effectiveness; Teaching Methods

This handbook was written to review current research on multigrade instruction, to identify key issues faced by multigrade classroom teachers, and to offer novice teachers a set of resource guides for improving instructional quality. The first chapter reviews previous research on multigrade instruction. It addresses questions regarding the effect of multigrade instruction on student performance and the training needed to teach in a multigrade classroom. The other chapters of the handbook cover topic areas considered essential for effective multigrade instruction: (1) classroom organization; (2) classroom management and discipline; (3) instructional organization and curriculum; (4) instrucational delivery and grouping; (5) self-directed learning; and (6) planning and using peer tutoring. Each chapter presents background information, basic concepts and principles, sample schedules, classroom layouts, instructional strategies, and further resources for multigrade teaching. Each chapter contains a list of pertinent references, which together amount to approximately 100 entries. (TES)

ED 320 775 SE 051 516

*McCoy, Leah P.*
Does the "Supposer" Improve Problem Solving in Geometry?
PUB DATE- 90
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; Computer Uses in Education; *Geometry; Grade 10; High Schools; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; *Problem Solving; *Secondary School Mathematics

Many educators recommend the "Geometric Supposer" as exemplary software. This study compared the achievement of one high school class that used the software and a similar class that did not. The treatment class used the software once every 2 weeks throughout the school year. The SRA Achievement Test was used as a pretest and the Houghton-Mifflin Modern Geometry Test was used as a posttest. Four separate (Analyses of Covariance) ANCOVAs were calculated to determine the effect of the treatment on total geometry achievement, lower level items, application items, and higher level items of the posttest. The treatment class scored significantly higher on all except the lower level items. Traditional teaching methods seemed to address lower level knowledge and comprehension. (YP)

ED 320 855 SP 032 018

*McDiarmid, G. Williamson*
What Do Prospective Teachers Learn in Their Liberal Arts Courses? Issue Paper 89-8.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 19p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.30).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Educational Change; Higher Education; *Intellectual Disciplines; *Knowledge Level; *Liberal Arts; *Teacher Education Curriculum; Theory Practice Relationship

Teacher education reform policies and proposals--particularly those of the Holmes Group--call for fewer education courses and more liberal arts. This paper examines the assumptions that underlie such proposals. A review of recent research on teaching and learning in undergraduate physics and mathematics raises questions about the effectiveness of undergraduate instruction in challenging fundamental ideas and beliefs and helping students develop meaningful, connected understandings. Questions are raised about the role that recent ideas about cognition play in teaching liberal arts. Recent reports on undergraduate education that portray teaching as frequently unchallenging offer little hope of change: The reward structure of higher education is unlikely to change to encourage more attention to teaching. The various liberal arts disciplines provide scholars little incentive to think about, much less inquire into, teaching their field. In the culture of higher education, scholars' prerogatives to teach what they individually consider important tends to take precedence over concerns for the perceived coherence of programs of study. (Author/JD)

ED 320 985 UD 027 503

*Repa, J. Theodore; Miller, LaMar P.*

Improving African American Youth's Standardized Test Scores: A Program of Study in Science, Mathematics, and Technology.

PUB DATE- 19 Apr 90

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Black Students; *College Preparation; Conferences; *Critical Thinking; Culture Fair Tests; Minority Group Children; Program Evaluation; *Science Programs; Secondary School Students; *Self Esteem; Standardized Tests

IDENTIFIERS- Ravens Coloured Progressive Matrices; *STEP Program

More than half the minority group students who completed the 1988/89 Science and Technology Entry Program (STEP) at Manhattanville College (New York) scored in the 90-95 percentile on tests of critical thinking, suggesting ability to do well in mathematics, science, and other studies. STEP comprises the following goals: (1) enable students to enter and persist in college preparatory courses by teaching essential critical thinking, study, organizational, communication, scientific, and mathematical skills; (2) promote self-esteem and self-confidence; and (3) develop career awareness through exposure to minority role models. Fifty-two predominately black 7th-, 9th-, and 11th-grade students completed the first year summer and academic components of the program. A variety of standardized tests and measures were used to evaluate student progress, including the Preliminary Scholastic Aptitude Test (PSAT), the Rosenberg Self Esteem Scale, and the Ravens Coloured Progressive Matrices. Analysis of student scores indicates that their self-esteem was positive and their performance on standardized tests was acceptable. The discrepancies between scores on tests of critical thinking and scores on standardized tests suggest that the program should increase emphasis on critical thinking skills and align the content of mathematics and science modules more closely with those of the regular school curriculum. This study is intended to become the first part of a 3-year longitudinal evaluation. Statistical data are included on eight tables. A list of 15 references is appended. (FMW)

ED 320 998 UD 027 535

Chapter 1 Survey of the Hawkins-Stafford School Improvement Amendments. A Report Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session. Committee Print.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- Feb 90
NOTE- 58p.; Serial No. 101-M.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; *Federal State Relationship; *Program Implementation; Questionnaires; School Activities; *State Departments of Education; *State Standards
IDENTIFIERS- Congress 101st; *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

This report presents the findings of a survey of 51 State Directors of the Chapter 1 compensatory education program taken for the purpose of gathering a current database of information analyzing the effectiveness of implementation of the Chapter 1 program, as amended by the Hawkins-Stafford School Improvement Amendments of 1988. The survey consisted of two questionnaires completed either by mail or by telephone. The following topics are discussed: (1) identification of schools that need improvement, including performance standards used by states, how the states measure changes in performance, and how many schools did states identify as needing improvement; (2) number of schoolwide projects; (3) reactions to the U.S. Department of Education's role in helping to implement the regulations for the School Improvement Amendments; and (4) states' reactions to the Technical Assistance Centers (TACs). The following findings are presented: (1) states are using the lowest possible standards allowed by law to determine which schools are in need of such assistance; (2) the number of schoolwide projects has more than tripled from 1988 (180) to 1989 (664); (3) the States were generally satisfied with the Department's assistance; and (4) the TACs received high marks for their assistance. Twenty-four tables are included. The following information is appended: (1) descriptions of Chapter 1 program, program improvement, and schoolwide projects; (2) a copy of each questionnaire; (3) discussion of "Normal Curve Equivalents"; and (4) relevant sections of the Hawkins-Stafford School Improvement Amendments. (JS)

ED 320 732 RC 017 583

Cree Language and Culture. A Selective Bibliography of Supplementary Learning Resources. ECS-Grade 12.
**Alberta Dept. of Education, Edmonton. Language Services Branch.**
REPORT NO.- ISBN 0-7732-0266-8
PUB DATE- 89
NOTE- 44p.; At head of title: Nehiyawewin in Ekwa Nistam Pimacihowin Kiskinohamawakana.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indian Languages; American Indian Literature; *Cree; *Cross Cultural Training; Foreign Countries; High Schools; *Instructional Materials; *Second Language Learning
IDENTIFIERS- Alberta; *Cree (Tribe)

This bibliography was prepared to assist teachers in selecting appropriate learning resources for students of Cree as a second language. The bibliography, which contains 39 entries, includes both print and non-print learning resources (films, videos, prints, and audiotapes), selected for use in Cree language and cultural programs for Alberta, Canada, students in grades 9-12. Included are resource materials written in English with others being in Cree, using either syllabics or Roman orthography. The citations are organized in three groups: language-learning materials, cultural sensitivity resources, and professional references. Each entry includes title, author, publisher, publication date, distributor, content descriptions, and a recommended grade level. The entries are indexed according to author, title, and distributor. (TES)

ED 320 746                                RC 017 603

*Kane, John D. H., III, Comp.; Leuci, Mary Simon, Comp.*
Rural Medical Service Funding: Issues and Alternatives. Rural Information Center Publication Series, No. 7.
**Extension Service (DOA), Washington, D.C.; National Agricultural Library, Beltsville, MD.**
PUB DATE- Aug 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Change Strategies; *Community Health Services; *Community Role; Demonstration Programs; *Financial Support; Health Care Costs; *Health Needs; Medical Services; Psychiatric Services; *Rural Areas; Rural Development; Rural Economics; Rural Urban Differences
IDENTIFIERS- Rural Health Clinics

By almost any definition, rural America has been medically underserved. This bibliography includes materials available from the National Agricultural Library's (NAL) Rural Information Center. The listed materials include approximately 36 books and monographs, 106 articles, and the names and addresses of 17 related associations. Certain local characteristics make rural areas especially susceptible to deficiencies in the allocation of medical resources. A prevalence of hazardous jobs, low incomes, low educational levels, a dispersed population, a growing proportion of senior citizens, and unemployment all play a role in the rural health profile. Infant mortality has been higher, ratios of practitioners to patients has been lower, and per capita spending lower than in urban areas. Public sector policies of dispersed responsibility and privatization have made it more important for local areas to identify and solve their health system problems with local efforts and resources. Medical service financing initiatives must be more original and tailored to meet community needs. The materials cited in this document have been compiled with that goal in mind. They focus on alternatives or original approaches for providing medical services in times of financial stress. Specific subjects of the materials include rural medical care, psychiatric services, dental care, hospice care, and care for the rural elderly. Each listing includes title, author, number of pages, the publication source, and publication date. (TES)

*Howe, Robert W.*
Linking Environmental Education with Environmental and Health Hazards in the Home. ERIC/SMEAC Environmental Education Digest No. 3, 1988.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SE-90-11
PUB DATE- 88
NOTE- 4p.
CONTRACT- RI88062006
AVAILABLE FROM- ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Environmental Influences; Environmental Standards; *Family Environment; *Hazardous Materials; *Pollution; Postsecondary Education; Public Health; Science Education; Secondary School Science; *Waste Disposal; Wastes
IDENTIFIERS- ERIC Digests

During the past several years, interest, concern, and action related to environmental problems have increased. Among the problems creating the concern have been materials that can cause pollution and biological damage in and near the home and the disposal of materials used in the home. Discussed in this digest are the reduction of problems related to hazardous and toxic materials in the home; student and parent awareness of hazardous and toxic materials found in the home and regulations concerning those materials; environmental decisions regarding home purchase and the correction of environmental problems in a family's current home, and the addition of information regarding hazardous and toxic materials to the school curriculum. Several good sources of information on the subject are recommended. A list of 12 references is included. (CW)

ED 320 822 SO 020 936

*Hardesty, Carolyn, Ed.*
Film, Radio, and Television.
**Iowa State Historical Society, Iowa City.**
PUB DATE- Apr 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; *Films; History Instruction; Instructional Materials; *Radio; *Social History; *Social Studies; State History; *Television
IDENTIFIERS- *Iowa

This journal issue covers the history of film, radio, and television in Iowa. The first article, "When Pictures and Sound Came to Iowa," summarizes the origin of movies and radio and their early beginnings in Iowa. Using old photographs and measurement charts, the viewing, reading, and listening habits of young people in 1950 and 1958 are illustrated in, "What Were the Kids Doing?" "What's Showing at the Bijou," discusses early entertainment in Iowa and is accompanied by a "Favorite Pastime" chart allowing comparison between children in 1938 and 1986. "Radio Comes to Iowa" describes early radio programs, beginning with 1922. An scrambled word game of popular television programs, a list of Iowans' favorite screen stars, movies, and an article, "Classrooms on the Air," contain classroom activities. The final essay, "Writing Women Back into History," won first place in a sixth and seventh grade contest and is a youngster's tribute to her aunt. Directions for constructing a Zoetrope, a device that led to the invention of movies, and numerous photographs and illustrations conclude the magazine. (NL)

ED 320 840 SO 030 000

*Moock, Peter; And Others*
Education and Earning in Peru's Informal Nonfarm Family Enterprises. Living Standards Measurement Study Working Paper No. 64.
**World Bank, Washington, D. C.**
REPORT NO.- ISBN-0-8213-1440-8
PUB DATE- 90
NOTE- 57p.
AVAILABLE FROM- World Bank, Publications Sales Unit, Dept. F, 1818 H Street, NW, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Economic Factors; *Education Work Relationship; *Entrepreneurship; Higher Education; *Living Standards; *Outcomes of Education; *Research Projects; Self Employment; Womens Studies
IDENTIFIERS- *Peru

Data from the 1985 Living Standards Survey in Peru were studied in this analysis of non-farm family businesses from the informal sector in order to categorize 2,735 family enterprises and to explain the earnings per hour of family labor. Most of the existing research on the self-employed uses the individual as the unit of analysis; however, this study uses the enterprise as the unit of analysis and asks whether schooling makes a difference in family income. Generally these businesses are loosely organized, pay no taxes, and employ a large segment of the Peruvian working sector. Regression analyses show significant effects of schooling on earnings. Returns differed markedly among four sub-sectors and by gender and by location (Lima, other cities, rural). The results were consistent with education being valueless in traditional activities but having a positive effect in jobs requiring literacy, numeracy, and adjustment to change. Post secondary education had a fairly high and significant pay off in urban areas for both women and men. A 20-item bibliography and 11 tables of statistical data are included. (NL)

ED 320 871 SP 032 394

*Noffke, Susan E.*
Action Research and the Work of Teachers.
PUB DATE- Apr 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Change Agents; *Classroom Research; Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Teacher Role; Teaching (Occupation); *Theory Practice Relationship

This paper outlines the assumptions about the work and working conditions of teachers evident in various practices of action research in education. First, a thorough analysis of documents from the period of action research in the post-World War II era in the United States is presented. Images of the work and workplace of teaching from this period begin to establish patterns to be pursued in looking at later work. The second section begins with an examination of the writings of Lawrence Stenhouse whose thoughts on the teacher-as-researcher have been influential in the development of action research, especially in the United Kingdom and Australia. The section concludes with a discussion of projects conducted in Australia, the United Kingdom, and the United States in the late 1970s and early 1980s. Finally, issues in action research related to the work and workplace of teachers are identified, and their implications for current action research practices are discussed. (JD)

ED 320 902 SP 032 468

*Schmidt, William H.; Kennedy, Mary M.*
Teachers' and Teacher Candidates' Beliefs about Subject Matter and about Teaching Responsibilities.
**National Center for Research on Teacher Education, East Lansing, MI.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 23p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; College Students; *Education Majors; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; Mathematics Instruction; *Opinions; Preservice Teacher Education; Student Attitudes; *Teacher Attitudes; *Teacher Responsibility; Writing Instruction

Recent research has suggested that teachers' beliefs about subject matter influence what they choose to teach and how they choose to teach it. The findings suggest that educational reforms need to take teacher' beliefs into account. This study examines teachers' beliefs about two school subjects, mathematics and writing, and their beliefs about their own responsibilities toward diverse learners. Respondents included intending teachers (usually college juniors), first-year teachers, and experienced teachers. Although there are some differences in patterns of beliefs across these three groups, the most remarkable finding is the diversity of patterns found. The evidence suggests that teachers, as a group, hold no clear view on any of these issues. Six tables display the data on patterns of beliefs. (Author/JD)

ED 320 917 TM 014 964

*Rothenberg, Julia Johnson*

Long Term Outcomes of an Early Intervention: Performance on Three Problem-Solving Tasks.

PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Comparative Analysis; Early Childhood Education; *Early Intervention; Elementary School Students; Followup Studies; High Risk Students; *Kindergarten Children; Learning Strategies; Middle Schools; *Outcomes of Education; *Problem Solving; *Program Effectiveness; Program Evaluation; *Remedial Programs

The performance of children on problem-solving tasks 8 years after their participation in an early education intervention was compared with that of children who did not receive the intervention. At the time of the outcome assessment, all subjects (n=60) were in middle school. One group of the subjects was selected from the middle school students in a school system in a northeastern industrial city who had attended the school system since kindergarten; the other subject group had been selected when in kindergarten to receive an intervention based on a task analysis of curricula into steps necessary for mastery of the activity. It had previously been shown that the treatment group scored at a significantly higher level on standardized achievement tests than did a comparison group drawn from the same pool of at-risk kindergarten students. Three problem-solving tasks from Piagetian and mathematics curriculum research were administered. The performance of both groups was comparable with age-related results in the literature, but the treatment group surpassed the other cohort on two of the three tasks. Every subject in the treatment group solved at least one task; 11 of the cohort group solved none. Implications for the teaching of learning strategies are discussed. The instructions for the tasks, some task diagrams, and four tables of results are included. (SLD)

ED 320 931 TM 015 150

*Huberty, Carl J.; Wisenbaker, Joseph M.*
Variable Importance in MANOVA and DA.
PUB DATE- Apr 90
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Comparative Analysis; *Discriminant Analysis; *Multivariate Analysis; Predictor Variables; *Research Methodology
IDENTIFIERS- Bootstrap Hypothesis; Rank Order; *Variables (Mathematics)

Some interpretations of relative variable importance in the contexts of multivariate analysis of variance (MANOVA) and discriminant analysis (DA) are presented. Some indices potentially useful for the interpretations are presented, and the assessment of variable importance is illustrated using real data sets. Both descriptive discriminant analysis (DDA) and predictive discriminant analysis (PDA) are considered. Methods for numerically rank-ordering variables in DDA and PDA are described. Two real data sets are used to illustrate the applications for the ranking methods with the preferred indices of relative variable importance. One set consists of three groups of sizes 35, 81, and 37; the other of three groups of sizes 36, 27, and 23. A resampling approach, the bootstrap, was used to partially assess ranking method effectiveness. Taken as a whole, the examples warn against naively interpreting strict rankings of statistics related to variable importance. Ten tables present data from the applications of the various methods. (SLD)

ED 320 776 SE 051 523

*Rodgers, Kay, Comp.*
Human Diet and Nutrition. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-89-5
PUB DATE- Jul 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biological Sciences; *College Science; Health Education; Higher Education; *Literature Reviews; *Nutrition; Physiology; *Reference Materials; *Secondary School Science

This bibliography of publications on nutrition and diet includes materials on the following subjects: diet selection, nutritional content of foods, ingestion, digestion, absorption, transportation, metabolism, utilization of nutrients and food by the cells of the body, excretion, and the results of inadequate, deficient, or excessive nutrient intake. This bibliography lists (1) introductory materials, (2) subject headings, (3) basic texts, (4) additional texts, (5) specialized texts, (6) related texts, (7) handbooks and tables, (8) encyclopedias and dictionaries, (9) bibliographies, (10) reviews and conference proceedings, (11) government publications, (12) abstracting and indexing services, (13) journals, (14) representative journal articles, (15) reports, (16) selected technical reports, (17) selected materials, and (18) additional sources of information. (CW)

ED 320 791                                                SO 020 774

*Buzash, Michael D.*
Alienation, Art and Affirmation in the Work of Aime Cesaire.
PUB DATE- Apr 89

NOTE- 13p.; Paper presented at the Pan-African Studies Conference (Terre Haute, IN, April 20-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Culture; *Black Literature; Cultural Influences; Developing Nations; Higher Education; *Literary Criticism; Literary Styles; Modernism; Poetry; *Poets; Surrealism; Twentieth Century Literature
IDENTIFIERS- *Cesaire (Aime); French Culture; Martinique; *Negritude

Aime Cesaire is one of the foremost French-speaking blacks in twentieth century literature. The concept of negritude--referring to the culture of French-speaking blacks--is often associated with his name. This paper discusses his life and work, and explores his life from his birth in Martinique, his early years, the years spent in Paris, and his return to Martinique shortly before World War II. Particular attention is given to "Notes on a Return to the Native Land"--Cesaire's best known work. Seven different themes occurring in this work are identified and representative passages are quoted. A bibliography is included. (DB)

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